

# SELF-STUDY REPORT

*A Report of Institutional Self-Study  
for Reaffirmation of Accreditation by the Commission on Colleges  
of the Southern Association of Colleges and Schools  
2000-2002*

## Volume II



*The University of North Carolina  
at Wilmington*






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#### **4.8: Faculty**

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##### **Summary**

The University of North Carolina at Wilmington prides itself on its employment of a first-rate faculty, well qualified to meet its obligations as teachers, scholars, researchers and academic artists. The university takes great care to review and verify the credentials presented by all full-time and part-time faculty members, the great majority of whom hold the terminal degree in their discipline. In the Fall 1999 semester, 87 percent of the full-time instructional faculty members at UNCW and 66 percent of all instructional faculty members held the terminal degrees in their field. This compares favorably with such benchmark institutions as the College of Charleston, where 63 percent of the instructional faculty hold the terminal degree and Appalachian State University, where 61 percent of the instructional faculty hold the terminal degree (Office of Institutional Research, *Benchmark Data*; see also Section 4.1 of this report). The Provost retains records on all faculty members, and the Dean of the Graduate School retains additional records as to the special qualifications of graduate faculty members. Orderly policies exist regarding the employment of part-time faculty members and graduate teaching assistants. There is evidence that faculty compensation and benefits are adequate to attract and retain a well-qualified faculty, although some data suggests that compensation and benefits are a significant factor in the loss of faculty members. The university does encourage faculty professional development and provides support for research and artistic achievement. Faculty committees properly oversee the educational program of the university. There are clear policies regarding faculty workloads and the criteria for evaluation and awarding of merit pay increases. Various kinds of evidence, including student satisfaction surveys, attest to the continuing effectiveness of the university's academic programs, and indicate that faculty members use evaluation of instruction to improve themselves and the educational program.

In two areas the committee has recommended that current practice be clearly articulated as policy: the documentation of professional and work experiences of faculty members who do not possess the requisite academic credentials for teaching in baccalaureate programs; and the orientation, supervision and evaluation of part-time faculty members.

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##### **Introduction**

The Faculty Subcommittee met monthly between August 2000 and April 2001 to review the sections of all administrative and academic unit reports relating to the faculty. Another initial task was to examine the *1992 SACS Visiting Team Recommendations and Suggestions* and UNCW's response document. In addition, the committee examined the following documents to ensure compliance with the *Criteria*:

- UNCW's *Faculty Handbook*
- SPOTs
- Department Policies and Procedure Manuals; Department Bylaws
- The Graduate School Bylaws



- *Guidelines for Faculty Professional Development*
- The Faculty and Staff Survey
- Criteria for hiring and supervising Graduate Teaching Assistants
- *The Code of the University of North Carolina*
- Faculty Governance Document

There are five categories of full-time teaching faculty members at UNCW: lecturer, instructor, assistant professor, associate professor, and professor. Of these, appointment at the rank of instructor or lecturer does not culminate in review for tenure. Numerous other titles are applied to faculty members who are not permanent or on the tenure track, including adjunct faculty, artist-or writer in residence, and visiting faculty. In addition, library faculty are appointed to a rank of Lecturer/Assistant Librarian, and may be promoted to the rank of Lecturer/Senior Assistant Librarian, and finally to the rank of Lecturer/Associate Librarian. Positions held by library faculty are non-tenure track. Appointment as an emeritus member of the faculty is also possible. Section V.A.4 of the *Faculty Handbook* clearly explains the requirements and rights of this rank. Finally, appointment to the Graduate Faculty requires additional qualifications, which are fully described in section 4.8.2.3 of this report.

In addition to the teaching faculty, recent action of the Faculty Senate has provided for appointment at the following ranks: research assistant professor, research associate professor and research professor (Faculty Senate, "Minutes," April 2001; *Faculty Handbook*, V.A.6). Research faculty members are those whose major function is to conduct research in academic units, centers and institutes of the university. They typically serve as principal investigators on grants or contracts administered by the university. They must have an affiliation with an academic department, but shall not hold tenured or tenure-earning appointments. They may teach courses as needed and receive up to twenty-five percent of their salary from the instructional sources if granted adjunct status by their academic unit or department. At its April 2001 meeting, the Graduate Council approved the status of Graduate Research Faculty. To receive such an appointment a member of the research faculty must be sponsored by a teaching faculty member and meet the criteria established for graduate faculty membership in the host department or center. Graduate research faculty members cannot serve as sole chairs of graduate supervisory committees, but may serve as co-chairs as long as the other co-chair is a tenured or tenure-track graduate faculty member at UNCW (Graduate Council, "Minutes," 26 April 2001).

As in all other areas, the number of teaching faculty members at UNCW has grown significantly in the last decade, as shown on the following table.



**Table 77: Number of Teaching Faculty at UNCW, 1990 and 2000**  
 (UNCW Factsheet, Fall 1990: 17 and UNCW Factsheet, Fall 1999 and Spring 2000: 21)

	Teaching Faculty		Total Teaching Employees*	
	1990	2000	1990	2000
College of Arts & Sciences	299	436	346	549
Cameron School of Business	57	64	60	65
Watson School of Education	24	61	24	69
School of Nursing	9	14	10	16
Student Academic Support Program	--	4	--	13
<b>TOTAL</b>	<b>389</b>	<b>579</b>	<b>440</b>	<b>712</b>

\*Includes adjunct faculty, teaching administrators, and graduate teaching assistants.

**Table 78: Degree Level of Faculty by Tenure Status, \* Fall 1999**  
*(UNCW Factsheet, 1999-2000: 25)*

Tenured/Tenure Track-----Not on Track-----									
	Doctoral	Masters	Bachelor/ other	Other Terminal	Doctoral	Professional	Masters	Bachelor/ other	Other Terminal
College of Arts and Sciences	263	7	1	10	37	2	77	21	18
Cameron School of Business	42	8	0	0	6	0	4	2	2
Watson School of Education	23	0	0	0	7	0	26	5	0
School of Nursing	5	3	0	0	0	0	5	1	0
Student Academic Support Program	0	0	0	0	0	0	4	0	0
<i>TOTAL</i>	<b>333</b>	<b>18</b>	<b>1</b>	<b>10</b>	<b>50</b>	<b>2</b>	<b>116</b>	<b>29</b>	<b>20</b>

\*Excludes administrators, graduate assistants and faculty on leave

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**Faculty (4.8)**

4.8-1 *An institution **must** provide evidence that it has employed faculty members qualified to accomplish its purpose.*

The teaching faculty at UNCW is comprised of just over 700 members. This faculty is clearly qualified to accomplish the university's purpose and educational mission, as the evidence provided in section 4.8 of this report demonstrates. UNCW has recruited faculty nationally and internationally, hiring scholars and teachers from some of the finest academic institutions in the world. Candidates for faculty positions at UNCW are carefully screened and evaluated. Academic credentials are verified at several levels. Proficiency in the teaching discipline, as well as in oral and written communication, is established before a contract is offered. Academic Affairs maintains permanent files on all faculty members, which includes original transcripts, letters of reference and other essential materials. The responses to the **must** statements in section 4.8 of the SACS criteria below provide specific evidence that UNCW adheres to strict standards in the recruitment, hiring, evaluation and development of its faculty members, both full and part-time. The Faculty Roster, which accompanies this report, lists the credentials of all UNCW faculty members.

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**Selection of Faculty (4.8.1)**

4.8.1-1 *An institution **must** show that it has an orderly process for recruiting and appointing its faculty.*

Academic Affairs and the academic units all report adherence to a university-wide policy on the recruitment of faculty, which is published in Section V.B of the *UNCW Faculty Handbook*. The Provost awards or assigns new tenure-track positions to the deans. Thereafter, the principal process for faculty recruitment is delegated to the deans who award tenure-track positions to the academic departments. The standard search for a tenure-track position usually includes the following steps:

1. identifying need and formulating description of position,
2. appointing search committee and advertising position nationally,
3. screening applicants' letters and résumés,
4. securing Human Resources' approval of the applicant pool,
5. making a short list of candidates to be interviewed,
6. interviewing persons on the short list,
7. narrowing the short list to candidates suitable for on-campus interviews and securing Human Resource' approval of the short list,
8. conducting on-campus interviews,
9. ranking candidates,

10. completing faculty startup worksheet and requesting from the appropriate dean permission to make an offer,
11. extending the offer.

The procedure for non-tenure-track positions covers the same basic steps, but does not generally entail national advertising or a two-tiered interview process. The search for non-tenure track positions entails:

1. formulating description of position,
2. advertising in local and state media and through department contacts at other universities,
3. screening applications (including résumé, transcript, and letters of recommendation),
4. interviewing promising candidates,
5. chair and/or faculty ranking of candidates,
6. extending the offer.

All non-tenure-track positions for part-time and full-time lecturers require candidates to possess a Master's degree with at least 18 hours of graduate study in the teaching discipline.

In the case of emergency, non-tenure track hires, a candidate may be chosen from a qualified pool of internal applicants. This individual will be hired for one year, during which time a normal search for a non-tenure track position must be conducted.

Part-time faculty are normally recruited from existing department files, word of mouth, or local advertisement. Qualified applicants are interviewed by the chair, who verifies credentials and extends the offer.

Persons are also appointed, both full-time and part-time, with titles such as instructor, lecturer, visiting faculty, writer- or artist-in-residence, and teaching, laboratory or research assistant/ associate. Such employees hold term appointments that do not culminate in eligibility for tenure review (*Faculty Handbook*, V.A.1).

There is also an orderly process for appointing adjunct faculty. The *Faculty Handbook* states that "adjunct appointments with the appropriate title are made for persons invited to participate without pay in instructional or research programs on a renewable term basis" (*Faculty Handbook*, V.1.A). All persons who serve as instructors of record in any course must meet the basic qualifications for faculty appointment at their specified rank. However, there is a marked lack of clarity in the way this language is used across the university, and the committee found that persons described as "adjunct faculty" were often, in fact, part-time faculty members. In order to clarify the role of adjunct faculty members the committee suggests the following.

**Suggestion 1:** The Provost should maintain a centralized list of adjunct faculty, including their departmental affiliations and the specific terms of their interaction with students.

*4.8.1-2 Recruitment and appointment procedures must be described in the faculty handbook or other published documents.*

UNCW policies for recruitment and appointment are published in section V.B of the *Faculty Handbook*, which is available online at [http://www.uncwil.edu/fac\\_handbook/](http://www.uncwil.edu/fac_handbook/). Specific guidelines for educational accomplishment and academic rank are described in Appendix C, Section V of the handbook. Procedures for appointment at specific ranks are detailed below in section 4.8.6-6 of this report.

- 4.8.1-3 *It is expected that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution. If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution **must** show evidence that the faculty member has appropriate academic preparation.*

The university does not employ faculty whose highest degrees were not earned at regionally accredited institutions, except for faculty who have received their degrees from foreign institutions. UNCW employs faculty with foreign degrees only when the issuing institution is an internationally recognized institution of higher education, and the university obtains either a transcript or letter from the degree-issuing institution to ensure that all requirements for the degree have been met. In cases when the verification of a foreign degree requires translation (such as transcripts or diplomas) the university has the document translated by a qualified translator or by a professional transcript-translation service. These translations are kept in the personnel file with the foreign language originals.

- 4.8.1-4 *Institutions **must** ensure that each faculty member employed is proficient in oral and written communication in the language in which the assigned courses will be taught.*

Oral and written proficiency is assessed at the departmental level during the hiring and interview process. Departments require applicants to submit samples of teaching materials, a curriculum vita, and reprints of published work. Most departments also require a statement of teaching philosophy. Written proficiency can be clearly determined through an examination of these materials. The candidate's oral proficiency is determined through phone interviews, personal interviews, and through a public presentation required during the on-campus interview process.

While assessment of oral and written ability in English is clearly part of the practice of departmental evaluation of candidates, no general policy of the university requires departments or deans to ensure proficiency prior to employment. As the practice of employing faculty members whose native language is not English is likely to continue to expand, it would be helpful to departments to articulate clearly their process for evaluating oral and writing proficiency in English.



**Suggestion 2:** All academic deans should ensure that departments articulate their process for assessing candidates' written and oral proficiency in English during the interview phase and communicate this process to their academic dean.

The Graduate School requires Graduate Teaching Assistants who are not native speakers of English to demonstrate proficiency in spoken English by receiving a passing score on the Test of Spoken English offered by the Educational Testing Service or a score of 45 on the SPEAK (Speaking Proficiency English Assessment Kit) test. Some academic departments require higher scores on these tests than those set by the Graduate School, and teaching assistants are advised to apprise themselves of departmental requirements (Graduate School, *Graduate Coordinators' Reference Manual, 2000-2001*; *Self-Study Report for SACS, 2000*, Appendix C: 35).

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### Academic and Professional Preparation (4.8.2)

*4.8.2-1 For the purpose of applying the Criteria, a full-time faculty member is one whose major employment is with the institution, whose primary assignment is in teaching and/or research, and whose employment is based on a contract for full-time employees. Both full-time and part-time faculty **must** meet the following criteria for academic and professional preparation.*

UNCW employs both full and part-time faculty members. All full-time or part-time members of the teaching, research or administrative staff who hold an academic title are members of the faculty (*Faculty Handbook*, section V.A). Both full-time and part-time faculty members must meet the same criteria for appointment at a specified rank, although their contracts differ (Division of Academic Affairs, *SACS Self-Study, 2000*: 47).

*4.8.2.2-1 Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation.*

All UNCW faculty, both full and part-time, either meet the SACS criteria for academic and professional preparation or have presented evidence of outstanding professional experience or contributions to the teaching discipline to the chair of the department in which they are appointed, who then receives approval for the exceptional appointment from the appropriate dean. The Faculty Roster found with the documentation for this report lists the academic preparation and credentials of all UNCW faculty members.



*The Faculty Handbook*, Appendices IV and V, clearly state the university's requirements for appointment at the following ranks:

<u>Rank</u>	<u>Credential Required</u>
Instructor	Master's degree or equivalent
Lecturer	Master's degree or equivalent
Assistant Professor	Terminal degree
Associate Professor	Terminal degree
Professor	Terminal degree

In the self-study process the Division of Academic Affairs and the committee found that the requirements for appointment at the rank of lecturer had not been clearly stipulated. By action of the Faculty Senate the following language was added to Appendix C of the *Faculty Handbook* in February 2001: "Appointment to the positions of lecturer, visiting faculty, adjunct faculty, and writer- or artist-in-residence will require, at a minimum, a master's degree or equivalent. This requirement may be relaxed in exceptional cases."

Graduate students pursuing Master's degrees may be hired to teach basic studies courses or labs if they have completed 18 hours of graduate credit in the area they will teach. Each such hire must be approved by the graduate dean and the appropriate academic dean.

4.8.2.2-2 *Such cases **must** be justified by the institution on an individual basis. The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary.*

Professional preparation is occasionally offered in lieu of appropriate academic preparation for part-time faculty members, especially in the fine arts. It is established practice that such exceptional cases are scrutinized by the department chair and the dean before a recommendation to hire is forwarded to the Provost for his approval. The appointment of faculty members with such exceptional preparation is clearly a limited practice. As evidenced by the *UNCW Factsheet* data cited above, in the 1999-2000 academic year only 1 of 362 tenure or tenure-track faculty members held something less than a Master's degree, while only 29 of 217 non-tenure-track faculty members held something less than a Master's degree.

With very few exceptions, all instructors in UNCW's interdisciplinary programs, primarily the Honors Scholars Program, the Master of Arts in Liberal Studies and Environmental Studies are regular faculty members with full academic preparation in their home disciplines. In the cases where instructors are appointed as part-time or visiting faculty to instruct in these programs, the individuals appointed meet the requirements of the Criteria. Each of these programs has a director and a faculty advisory committee that act as curriculum committees. They scrutinize all proposals for interdisciplinary courses in their programs in order to determine the appropriateness of the courses as well as the

appropriateness of the faculty member's qualifications for offering the interdisciplinary course. Several of the Honors courses are actually team-taught, so that the interdisciplinary nature of the course stems from the collaboration of instructors from two different disciplines. In no case, however, do faculty members offer courses that are clearly disciplinary courses outside the faculty member's own specialty.

All justifications for exceptions for individual part-time and full-time faculty members are maintained in the official personnel file in Academic Affairs.

4.8.2.2-3 *The institution **must** document and justify the academic and professional preparation of faculty members teaching in such courses or programs. It is the responsibility of the institution to keep on file for all full-time and part-time faculty members' documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.*

The Division of Academic Affairs requires each faculty member to have an official personnel file that contains employment data housed in the Division's office (*Faculty Handbook*, V.B.5). Although this requirement is not stated in the handbook, the file must also contain transcripts for each degree earned and a curriculum vitae. In the rare cases where professional experience or artistic accomplishment are offered as credentials in lieu of academic transcripts, a letter justifying such credentials is also required for this file. The Division of Academic Affairs strictly oversees the completeness of faculty files and documentation of credentials.

Departments and schools may also maintain unofficial files containing information relevant to departmental duties. For all continuing faculty members, the departments maintain files of annual reviews, which contain current records of publications, creative productions and other professional accomplishments.

The policies for documenting professional accomplishments that substitute for academic preparation are not clearly articulated at all levels, although the practice of requiring such documentation is well established. Both the College of Arts and Sciences and the Cameron School of Business (CSB) state that exceptional cases are carefully scrutinized by the deans before recommendations are forwarded to the Provost. The School of Business keeps vitae, transcripts and reference letters for all part-time faculty, instructors and executives-in-residence on file in personnel files in the School's office (CSB, *SACS Self-Study*, 2000: 65). Both the School of Nursing and the School of Education state that they do not currently employ any faculty members who lack at least master's degrees in the teaching discipline, although neither school demonstrates that it has a policy for evaluating and documenting professional preparation other than the academic degree should such cases arise as, according to the *UNCW Factsheet* cited above, they apparently did in the 1999-2000 academic year. Particularly in light of the 1990 SACS recommendation that UNCW keep on file official documentation of professional and work experiences of all full-time and part-time faculty who do

not possess the graduate hours required for teaching in baccalaureate programs, a clear and general policy is needed.

**Recommendation 1:** The Provost must specify a policy for documenting the professional and work experiences of all full-time and part-time faculty members who do not possess the graduate hours required for teaching in baccalaureate programs, and this documentation must be part of the official personnel file.

*4.8.2.2-4 At least 25 percent of the discipline course hours in each undergraduate major **must** be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate. However, it is the responsibility of the institution to justify the master's degree, or masters in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines. The above requirement also applies to each major offered through distance learning, including those offered at branches or other sites.*

All academic majors at UNCW adhere to the policy that at least 25 percent of the discipline course hours must be taught by faculty holding the terminal degree in that discipline. At UNCW the M.F.A. and the M.L.S. are considered terminal degrees, the M.S.W. is not. In all cases, UNCW requires documentation of special justification for the employment of persons not possessing the terminal degree. In fact, the vast majority of majors have more than 90 percent of the discipline hours being taught by faculty with the terminal degree. "Discipline course hours" have been defined here as those courses offered by an individual department that are not Basic Studies courses and that count towards the major. Collateral course requirements taught by other departments are not included. As the description of distance and extended education at UNCW demonstrates (see sections 4.5 and 4.6 of this report), such courses are taught by regular UNCW faculty members occupying positions within academic departments and satisfying all relevant stipulations of the Criteria. The table on page twelve provides a summary of these percentages for each academic major offered at UNCW.

*4.8.2.2-5: Faculty members who teach in remedial programs **must** hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.*

UNCW does not offer any remedial programs.

*4.8.2.3-1 Institutions offering either master's or specialist degrees **must** demonstrate a high level of faculty competence in teaching and scholarship.*



UNCW's institutional emphasis on high-quality undergraduate teaching provides special benefits for graduate students because virtually all graduate instructors are also undergraduate instructors. University programs to enhance teaching effectiveness, such as the Center for Teaching Excellence described in sections 4.2 and 4.3 of this report, enrich graduate instruction as well as undergraduate instruction. Continued evidence of teaching competence is expected of faculty at all ranks and is required in the post-tenure review process. The emphasis on teaching at all academic ranks is shown in the stated qualifications for promotion to Associate Professor: "... a candidate shall show evidence of having developed into an effective teacher . . ."; and for promotion to Professor: "a candidate shall have exhibited during her/his career distinguished accomplishment in teaching . . ." (*Faculty Handbook*, Appendix C, IV.B: 2-3). All academic departments require the use of SPOT evaluations for determining effectiveness of teaching in graduate courses as in undergraduate courses; departments also employ peer teaching review during the pre- and post-tenure period. UNCW and UNC system teaching awards annually recognize graduate and undergraduate teaching excellence. Thus teaching effectiveness is expected of all UNCW faculty members teaching at both the undergraduate and the graduate levels.

Evidence of competence in scholarship is required of all graduate faculty members. In order to be eligible for membership on the graduate faculty a faculty member must meet the following minimum requirements as stipulated in the Bylaws of the Graduate Faculty:

- An earned terminal degree in an appropriate discipline along with demonstrated effectiveness in teaching.
- A continuing record of productive scholarship. Scholarship shall be defined as the creation of factual, theoretical, or interpretive knowledge, including performances, showings, and other forms of artistic accomplishment, which (a) is subject to regional, national, or international peer evaluation, (b) is disseminated regionally, nationally, or internationally in professional media, and (c) establishes a permanent record in a format appropriate to the discipline.
- A record or strong indication of growing involvement with scholarship for those applicants/members holding the rank of assistant professor.

In addition to these minimum requirements, individual departments have stipulated specific requirements as to research and scholarly productivity. No faculty member can be appointed to the Graduate Faculty for more than a five-year term, and each faculty member must demonstrate continued compliance with the general and departmental criteria in order to be reappointed to the Graduate Faculty. In this way, UNCW ensures that those teaching on the Graduate Faculty are maintaining their competence as scholars and researchers.

Membership on the Graduate Faculty represents approximately 49 percent of the total full-time faculty, and is distributed as follows:

**Table 79: Graduate Faculty Membership**  
(Graduate School, *SACS Self-Study Report*, 2000: 8)

<u>School</u>	<u>Total No. of Faculty</u>	<u>No. of Graduate Faculty</u>
Arts and Sciences	435	212
Business	64	40
Education	61	27
Nursing	14	9

**Table 80: Percentage of Hours in Each Major Taught by Faculty  
with the Terminal Degree in that Major**

<b>Majors for the Bachelor of Arts Degree</b>	<b>% of Hrs.</b>	<b>Majors for the Bachelor of Arts Degree</b>	<b>% of Hrs.</b>
Anthropology	100	History	100
Art History	100	Mathematics	93
Athletic Training	57	Middle Grades Education	50
Biology	100	Music	90
Chemistry	82	Parks and Recreation Management	53
Communication Studies	70	Philosophy And Religion	84
Criminal Justice	48	Physical Education	89
Economics	100	Physical Education And Health	89
Education Of Young Children	56	Physics	100
Elementary Education	38	Political Science	88
English	100	Psychology	96
Environmental Studies	60	Sociology	91
Film Studies	36	Spanish	100
French	100	Special Education	60
Geography	100	Studio Art	91
Geology	100	Theatre	100
		Therapeutic Recreation	76
<b>Majors for the Bachelor of Science Degree</b>		<b>Majors for the Bachelor of Music Degree**</b>	
Biology	100	Music Education	85-100
Business Administration	91	Music Performance	98-100
Chemistry	82		
Clinical Laboratory Science	*		
Computer Science	52	<b>Major for the Bachelor of Fine Arts</b>	
Environmental Science	58	Creative Writing	69
Geology	100		
Marine Biology	100	<b>Major for the Bachelor of Social Work</b>	
Mathematics	93	Social Work	71
Nursing	100		
Physics	100		

\* All Clinical Laboratory Science (CLS) courses are taught by affiliate hospitals. No CLS courses are taught by UNCW faculty.

\*\*Music has to employ a range of percentages, because they vary depending upon the instrument taken.

Lists of conferences attended, papers and articles published in peer-reviewed publications, proceedings and books published appear in each



department and school's annual report. Another measure of increasing research productivity by UNCW faculty is the significant increase of grant proposals submitted. Although UNCW full-time faculty increased by 24.2 since 1990, the number of proposals submitted has increased by 190.2 percent. The increase in grant funds received in that period is 323.3 percent ("Ten Year Changes at UNCW,"

<[http://www.uncwil.edu/oir/Planning\\_Folder/UNCW\\_Statistical\\_Changes.htm](http://www.uncwil.edu/oir/Planning_Folder/UNCW_Statistical_Changes.htm)>).

4.8.2.3-2 *Institution's offering doctoral degrees **must** demonstrate the research capability of faculty members teaching in these programs.*

Not Applicable.

4.8.2.3-3 *Eligibility requirements for faculty members teaching graduate courses **must** be clearly defined and publicized.*

General rules determining eligibility for graduate faculty status are stipulated in the Bylaws of the Graduate Council. In addition, each department or school adds specific criteria for membership of its faculty members, and these additional criteria are approved by the Graduate Council. Both the policy and the specific requirements for graduate faculty membership are published in the Bylaws of the Council at <[www.uncwil.edu/grad\\_info/grad\\_fac\\_criteria.html](http://www.uncwil.edu/grad_info/grad_fac_criteria.html)>, although these apparently have not been updated since Spring 1999. Each school or department also clearly states the eligibility requirements in their school handbooks or departmental policy and procedures manuals.

In most instances, members of the graduate faculty are required to have terminal degrees in their field. The chief exception is in Creative Writing (CRW), where distinguished visitors without terminal degrees can be deemed to have equivalent professional experience as judged by the CRW faculty, Chair and Graduate School. This is fully articulated in the CRW policy and procedure manual, although CRW graduate faculty criteria are not yet posted on the website cited above.

**Suggestion 3:** The Graduate School should add the graduate faculty criteria for Creative Writing Faculty to its website.

4.8.2.3-4 *All institutions **must** have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.*

Most schools and departments at UNCW have indicated in their unit reports that resources (salaries, facilities and incentives) are competitive and adequate to retain qualified faculty. Some, such as Business, indicated that it offered competitive starting salaries, a three-semester hour reduction in teaching load, faculty development funds, curriculum development grants, competitive summer research grants, five-year academic research fellowships, competitive reassignment for one semester and distinguished professorships as endowed

chairs as incentives. English noted the valuable library resource (200+ periodicals), extensive books, expansion library budget, summer research initiatives, and post-tenure research release for writing books or extensive articles, as well as international teaching exchanges, as incentives for retaining faculty. Psychology noted that it had adequate salary funds but that space was marginal and, perhaps, a limiting factor. Finally, Mathematics noted that the salaries were not competitive, that benefits were low relative to other institutions, and high teaching loads resulted in the loss of faculty and/or candidates for positions offered in the Math Department.

As indicated above, there are numerous types of resources to be considered beyond salary compensation (for a full discussion of faculty compensation see section 4.8.5 of this report). Many programs have indicated that while some of these other resources, such as library resources and summer initiatives, are quite helpful in attracting and retaining quality faculty, other types of resources are inadequate and have posed problems in recruitment and retention. The Psychology graduate program clearly indicates that a lack of space poses serious problems in faculty recruitment and retention. (Departments offering only undergraduate programs face similar problems. See section 4.8.5.S-1 of this report).

Fewer than half (46.2 percent) of the UNCW faculty responding to the *2000 Faculty Survey* indicated they felt their department was able to compete for new faculty on a national basis, while 39.7 percent disagreed and 14.1 percent neither agreed nor disagreed ([http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_Section\\_IV\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_Section_IV_Results.htm)). When asked, on the same survey, "Other than non-reappointment, what is the single most important reason for faculty resignations from your department over the last five years?" the responses were as follows:

Salary	45.0 %
Benefits	3.1 %
Teaching Load	4.7 %
Geographic Location	14.7 %
Raise &/or Promotion	7.8 %
Educ. Support Services	0.8 %
Prof. Development Opportunities	9.3 %
Perceived Faculty Morale	14.7 %

While this data does not apply specifically to faculty in programs with graduate degrees, the general indication of the faculty that UNCW is not competitive in recruiting faculty nationally has significant implications for both undergraduate and graduate programs. Particularly in difficult budget years, attention to factors other than direct compensation, such as overall faculty morale and support for faculty development, is especially important.

**Suggestion 4:** The Provost should identify the reasons for failure to hire first-choice candidates and for faculty resignations other than retirement.

- 4.8.2.3-5 *Faculty members responsible for the direction of doctoral research **must** be experienced in directing independent study.*

Not Applicable

- 4.8.2.3-S1 *In addition, those engaged in graduate teaching **should** demonstrate, by their involvement in institutional activities, their commitment to the academic community, the institution they serve, their students, and their academic disciplines.*

Individual departments expect their graduate faculty to participate in governance of the department and the university through service on university committees. Graduate faculty are also expected to serve their own academic or professional community by service on regional, state and national boards. Graduate faculty contribute on an ongoing basis in service work to other schools, health facilities, public institutions, nonprofit organizations and conferences. This type of work is recognized as integral to the university's mission and is a substantive part of the annual review process and all personnel actions. Graduate faculty also serve as outside observers at M.A., M.F.A. and M.S. thesis defenses outside their own departments.

In the Watson School of Education, faculty members spend time in the public schools consulting, supervising or completing research projects. Every faculty member is required to hold current licensure in the state of North Carolina in his or her specialty area. Maintaining a license requires the completion of 150 clock hours of approved in-service, some of which must be in technology, every five years.

- 4.8.2.3-6 *Each faculty member teaching courses at the master's and specialist degree level **must** hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. In some instances, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M. L. S.; in others, a master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate. It is the responsibility of the institution to justify the master's degree, or masters in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.*

All UNCW graduate faculty are required to have the terminal degree in the teaching discipline, most commonly the Ph.D. In a few instances graduate faculty hold the M.F.A. or M.S.W. degrees. Two graduate faculty members in the School of Nursing hold the M.S.N. and an Ed.D. A complete list of graduate faculty members and their credentials is included in the Faculty Roster accompanying this report. It is the responsibility of the Dean of the Graduate School to verify that applicants for graduate faculty status hold the terminal degree or appropriate professional preparation.



- 4.8.2.3-7 *All faculty members teaching courses at the doctoral degree level **must** hold the earned doctorate in the teaching discipline or a related discipline.*

Not Applicable

- 4.8.2.3-8 *In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it **must** justify the employment of such faculty.*

According to the Graduate Faculty Bylaws, the Dean of the Graduate School appoints members of the graduate faculty with the advice and consent of the Graduate Council. In practice, the Council's role is to approve changes in general or departmental credentials for graduate faculty status. The Council does not review individual cases.

The Creative Writing Department occasionally employs distinguished writers as instructors in its graduate courses. Its process for approving the appointment of distinguished visiting part-time personnel is to require review of credentials by the CRW faculty, followed by a recommendation to the Chair, who forwards the department's request to the Dean of Arts and Science and Dean of Graduate School. The Dean of the Graduate School makes the final determination as to professional qualification. A similar procedure has been employed in the Earth Sciences Department. In Nursing, a language specialist having an M.S. degree was approved for employment as a part-time faculty member teaching at the graduate level. She also taught in the Department of Foreign Languages. In the School of Nursing she served as an instructor of Spanish for training nurses dealing with non-English speaking Hispanic patients. In such special cases the Dean of the Graduate School grants temporary membership on the graduate faculty for instructional purposes only, in compliance with the Bylaws of the Graduate Faculty (*Graduate Faculty Bylaws*, Article II, Section 5). All justifications for exceptions are documented in files maintained by the Dean of the Graduate School.

- 4.8.2.3-9 *The institution **must** document and justify the academic and professional preparation of faculty members teaching in such courses or programs. It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.*

It is the practice of individual departments to maintain files for each full-time and part-time faculty member that include current vitae and, particularly in the case of graduate faculty members qualifying by means of professional or artistic experience, evidence of such experience. In the School of Nursing, nurse practitioner faculty must be certified with the North Carolina Board of Medicine

and a professional association. Each faculty member must present evidence of re-certification annually, and these records are kept on file in the office of the Dean of the School of Nursing. For the Watson School of Education, graduate faculty members must maintain current North Carolina teaching licensure, and documentation of this is kept in the office of the Dean of the Watson School of Education. Academic Affairs strictly requires that the personnel files it retains on all full-time and part-time, graduate and undergraduate faculty members contain transcripts attesting to the possession of requisite academic credentials. The Dean of the Graduate School reviews and maintains records of the academic or professional qualification of all members of the graduate faculty. It is the practice of the Dean of the Graduate school to retain files on each successful applicant for membership on the Graduate Faculty, which includes a current curriculum vitae, an application form and, in the case of those qualified by professional experience in lieu of the terminal degree, the letter justifying such qualification, generally from the department chair.

*4.8.2.3-10 An effective graduate program depends on the scholarly interaction of faculty. The appropriate number of faculty members to adequately support a program varies according to discipline and the scope of the program. However, for each graduate degree program, and institution **must** employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.*

No graduate program at UNCW exists or has been created with fewer than four full-time graduate faculty qualified to teach in the program. Indeed, as the following table illustrates, minimum numbers are typically higher, especially where there are accreditation requirements associated with the program.

**Table 81: Number of Faculty Teaching in UNCW Graduate Programs**

<b>Program</b>	<b>Number of Faculty</b>
Master of Science in Biology and Marine Biology	29
Master of Science in Chemistry	18
Master of Fine Arts in Creative Writing	9
Master of Arts in English	23
Master of Science in Geology	18
Master of Arts in History	21
Master of Arts or Master of Science in Mathematics	16
Master of Arts in Psychology	24
Master of Business Administration; Master of Science in Accountancy	37
Master of Education; Master of Science in Instructional Technology; Master of School Administration	27
Master of Science in Nursing	8

*4.8.2.3-S2 All policies and regulations affecting graduate curricula, as well as*



*requirements leading to graduate credit, certification and degrees, **should** be formulated by the graduate faculty or an appointed or elected group representing that faculty.*

As stated in the Bylaws of the Graduate Faculty (*Faculty Handbook*, Appendix L), all graduate faculty members may vote annually for members to serve on the Graduate Council. (The Graduate Dean serves as the chair.) The Graduate Council is charged with advising the Dean of the Graduate School and making recommendations regarding curricular matters and all other aspects of graduate education at UNCW. The Program and Curriculum Committee of the Graduate Council evaluates proposals for new or modified programs and courses; the Policy Planning Committee considers Graduate School policies. Other standing committees of the Graduate Council are the Student Affairs Committee and the Graduate Faculty Committee. In individual departments, internal advisory committees oversee and recommend any changes to graduate curricula.

*4.8.2.4-1 Institutions offering course for credit through distance learning activities and programs **must** meet all criteria related to faculty.*

Thirteen of the twenty-three program or departmental areas covered in this report have offerings that are included under the following standards. Of those thirteen, save for the exceptions noted below, all have policies and/or procedures in place that ensure compliance with the *Criteria*.

Distance education at UNCW is identical to educational offerings delivered through traditional means, except for the means of delivery. All distance learning courses or programs offered by the university are regular courses and programs designed, taught, and evaluated by regular UNCW faculty members who meet the criteria for faculty appointments. For a full discussion of distance education programs at UNCW, see Section 4.5 of this report.

*4.8.2.4-2 Whether through direct contact or other appropriate means, institutions offering distance learning programs **must** provide students with structured access to and interaction with full-time faculty members.*

All distance learning offerings at UNCW provide structured access to and interaction with full-time faculty members. All courses under this heading are taught by regular, full-time faculty; all offer access to those faculty via email, web-sites, telephone, campus office hours, regularly-scheduled discussion sections and/or regularly scheduled face-to-face interactions. The only complete program to be offered via distance education is the RN ACCESS program, which will begin Fall 2001. In this program, student advising is conducted by telephone. For a recommendation to strengthen advising policy in distance education programs, see Section 4.5 of this report.

### Part-Time Faculty (4.8.3)

*4.8.3-1 The number of full-time faculty members **must** be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.*

Several instruments cited below are in place to measure faculty and student perceptions regarding the effectiveness and adequacy of teaching, research, and advising at UNCW. Furthermore, numerous committees ensure that full-time faculty members participate in curriculum development, policy making, institutional planning and governance. It should be noted that in most departments, there is no expectation on the part of non-tenure track faculty (full-time or part-time) as regards research, advising and other duties beyond those pertinent to the classes that they teach. Most full-time non-tenure track faculty members have a 4-4 minimum teaching load, if not more.

Many departments in the College of Arts and Sciences and the School of Nursing have made a concentrated effort to reduce reliance on part-time faculty members over the last three years in particular, as illustrated by the following table, which indicates a university-wide reduction of student credit hours produced by part-time faculty members from 21,310 in Fall 1997 to 18,783 in Fall 2000.

According to the most recent Faculty Survey conducted in September 2000, an impressive majority of faculty members believe that they achieve the teaching mission of the university. For example, 84.2 percent of the faculty members agree that the parameters (course size, teaching style, course format, etc.) used by their departments to ensure effective instruction are adequate. The majority, 80.3 percent, also believes that the learning environment for students at UNCW encourages scholarly and creative achievement.

(<[http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_Section\\_IV\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_Section_IV_Results.htm)>).

Student responses to questions regarding the instructional quality at UNCW are even more positive. Surveys indicate that an overwhelming majority of students believe that they are getting a quality education. In the most recent survey of undergraduate students (2000), 89 percent of graduating seniors and 90 percent of sophomores rated the faculty as good to excellent. (Survey of Graduating Seniors, <[http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)>; Survey of Sophomores,

<[http://www.uncwil.edu/oir/Survey\\_Folder/2000\\_soph\\_survey\\_results.htm](http://www.uncwil.edu/oir/Survey_Folder/2000_soph_survey_results.htm)>).

These responses are slightly lower than those contained in previous surveys. In 1998 and 1999, 92 percent and 93 percent, respectively, of the graduating seniors rated the general education as good to excellent. A comparable trend occurred in the sophomore survey, in which 92 percent of students surveyed in 1998 rated the overall instruction at UNCW as good to excellent. Nevertheless, this slight decline is minimal and may be indicative of a university in transition. Enrollment increases, inadequate instructional space, and

a growing commitment to research as graduate programs expand may affect student perception of the quality of instruction. Rapid growth, in fact, does appear to have a negative impact on the student/faculty ratio. Only 68.5 percent of the faculty surveyed believe that the student/faculty ratio for courses in their departments, compared with other departments, is satisfactory. As the university grows, more demands are placed on faculty to exceed enrollment caps; high enrollments are especially detrimental to disciplines that promote interactive, student-centered learning environments.

**Table 82: Fall 1997-Fall 2000 Faculty & Student Credit Hours by Department**

	-----Faculty-----				-----SCH's-----			
	Fall 1997		Fall 2000		Fall 1997		Fall 2000	
	<u>Full-time</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Part-time</u>
<b><u>College of Arts &amp; Sciences</u></b>								
Anthropology	*	*	5	0	n/a	n/a	1,090	n/a
Art & Theater	12	10	13	11	2,011	813	2,236	776
Biological Sciences	30	3	31	4	8,075	795	8,299	698
Chemistry	18	7	17	6	4,561	480	3,401	400
Communication Studies	10	5	13	5	2,750	1,126	3,756	770
Computer Science	*	*	11	3	n/a	n/a	2,968	360
Creative Writing	*	*	7	3	n/a	n/a	778	306
Earth Science	17	1	17	2	3,874	57	3,672	772
English	33	19	30	11	6,312	3,255	6,901	2,181
Foreign Languages & Literatures	17	6	22	7	4,033	1,626	4,854	849
Health, Physical Educ & Recreation	15	13	16	9	4,304	2,300	4,333	2,423
History	15	3	19	1	3,808	928	5,077	126
Mathematics & Statistics	32	9	26	5	7,247	2,847	6,608	1,041
Music	9	10	12	13	1,572	714	3,135	469
Philosophy & Religion	11	3	13	2	2,805	1,053	3,897	342
Physics & Oceanography	6	1	7	1	1,560	0	1,964	0
Political Science	8	0	7	2	1,874	n/a	2,017	429
Psychology	24	10	24	5	6,416	1,950	7,373	1,218
Social Work	*	*	6	3	n/a	n/a	686	375
Sociology & Criminal Justice	26	4	18	3	7,705	390	5,682	644
<b><i>College of Arts &amp; Sciences Total</i></b>	<b>283</b>	<b>104</b>	<b>314</b>	<b>96</b>	<b>68,907</b>	<b>18,334</b>	<b>78,727</b>	<b>14,179</b>
<b><u>Cameron School of Business</u></b>								
Accountancy & Business Law	13	2	15	4	3,941	347	3,432	711
Economics & Finance	13	1	14	2	3,679	87	4,409	333
Info Systems & Operations Mgmt	10	1	12	0	3,247	93	3,489	n/a
Management & Marketing	12	3	14	4	3,480	570	4,205	861
<b><i>Cameron School Total</i></b>	<b>48</b>	<b>7</b>	<b>55</b>	<b>10</b>	<b>14,347</b>	<b>1,097</b>	<b>15,535</b>	<b>1,905</b>

<b><u>Watson School of Education</u></b>									
Curricular Studies	11	17	13	19	2,053	1,704	2,373	1,743	
Specialty Studies	17	0	13	11	3,140	n/a	2,190	858	
<b>Watson School Total</b>	<b>28</b>	<b>17</b>	<b>26</b>	<b>30</b>	<b>5,193</b>	<b>1,704</b>	<b>4,563</b>	<b>2,601</b>	
<b><u>School of Nursing</u></b>									
Nursing	11	4	12	4	1,486	175	1,593	98	
<b>School of Nursing Total</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>1,486</b>	<b>175</b>	<b>1,593</b>	<b>98</b>	
<b>UNIVERSITY TOTAL</b>	<b>370</b>	<b>132</b>	<b>407</b>	<b>140</b>	<b>89,933</b>	<b>21,310</b>	<b>100,418</b>	<b>18,783</b>	

*Notes: Report excludes teaching administrators, non-teaching faculty and graduate teaching assistants, and includes academic department chairs as full-time faculty.*

*\*In 1997 the following departments did not exist and are included as noted below:*

*Anthropology was included in Sociology & Anthropology.*

*Computer Science was included in Mathematics & Statistics.*

*Creative Writing was included in English.*

*Social Work was included in Sociology & Anthropology.*



As UNCW grows in stature, the research mission is gaining in importance. The university infrastructure to support research, however, has not developed concomitantly with the expectations. For example, the university currently has no formal sabbatical policy. When a faculty member applies for one of the increasingly competitive research reassignments, the chair must assure the dean of the appropriate college that the department will be able to fulfill its educational mission without additional funds to compensate for the faculty member's absence. In the survey cited in the previous paragraph, faculty responses regarding their ability to maintain an active research agenda are significantly lower than those related to their perceptions on being effective instructors. Only 67.5 percent of the faculty believe that university policies support faculty members' professional development initiatives. Less than half, 48.9 percent, agree that UNCW provides sufficient opportunities for temporary reductions in teaching loads and other assignments to foster research. Finally, 9.3 percent of faculty report that lack of professional development opportunities is the main reason for colleagues leaving UNCW.

Faculty members also participate widely in overseeing curriculum development, evaluating the effectiveness of instruction and governing the university. Much faculty committee work occurs at the departmental or school level. The Faculty Senate and its committees are the principal structures whereby full-time faculty members participate in governance at the university level. In addition, faculty are elected to serve on three critical autonomous committee, the Faculty Welfare Committee, the Faculty Hearings Committee and the Committee on Reappointment, Promotion and Tenure. Service on each of these committees is especially time-consuming.

The surveys cited above also provide general assessment of undergraduate advising at UNCW. There is a discrepancy between faculty and student perception. For example, 82.3 percent of the faculty members agree that UNCW provides an effective freshman advising program. The ranking increases to 88.3 percent when faculty members were asked if their departments conduct effective undergraduate advising for majors. Students, however, ranked the quality of advising significantly lower. In the 2000 surveys, 76 percent of the graduating seniors and 71 percent of the sophomores ranked the advising at UNCW as good to excellent. For a full discussion of undergraduate advising, including relevant recommendations, see Section 4.2.5 of this report. Although evidence provided in Section 4.2.5 of this report demonstrates that UNCW offers an adequate program of student advising, and student and faculty approval of the program is at least 71 percent, it may be that faced with rising numbers of students, increased research expectations, the high demands of graduate instruction and burdensome committee duties, faculty members are unable to devote the time to student advising that students require.

**Suggestion 5:** All academic deans should ensure that department chairs equitably assign and adequately account for academic advising in faculty workload assignments.

In their individual reports, most units on campus described the number of full-time faculty as “minimally appropriate” or “marginally adequate” to provide effective teaching, scholarly activity, and advising. In some cases, such as Music, an outside crediting agency, the NASM, has confirmed the fact that the department has sufficient faculty to meet these needs. Nevertheless, a significant problem in several departments, especially departments with a growing number of majors, is class size and student/professor ratios. Several departments perceive the need for more faculty members in order to be able to teach in new areas of the discipline and/or to meet the demands of rising enrollments.

Clearly, managing the rapid growth of the university presents serious challenges to those in charge of resource allocation, but the steadily rising demands on faculty members’ time should not be overlooked, as the implications for fulfilling the university’s basic educational mission are significant.

*4.8.3-2 The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members **must** be properly limited.*

While percentages of dependence on part-time instruction vary from department to department, the use of part-time faculty in the four schools and colleges at UNCW is monitored very carefully. The College of Arts and Sciences has reduced the overall percentage of part-time instructors from 19.5 percent to 15 percent by converting several part-time positions to full-time lectureships over the last five years. The two departments within the college that significantly exceed this percentage are Health, Physical Education, and Recreation (HPER) and Music. In HPER, 41 percent of the faculty members are part time. Nevertheless, given that half of those instructors are coaches or physical activity instructors, many of whom hold split appointments, this percentage is not a true indicator of the department’s reliance on part-timers for academic instruction. The department of Music also relies heavily on a large number of part-time instructors to offer instruction on specific instruments. At the undergraduate level, the School of Nursing employs only 3 or 4 part-time lecturers each semester. Cameron School of Business relies on part-time faculty to teach 6.7 percent of its classes. Finally, the Watson School of Education states that more than 60 percent of its classes are taught by full-time faculty members. The Watson School of Education has been hampered in recent years by a number of retirements and the sudden departure of colleagues due to death or relocation. During the 2000-2001 academic year they have been involved in position searches for 8-10 new faculty members. By Spring 2001 many of these positions were successfully filled. It is estimated that the addition of these new faculty will drop the school’s reliance on part-time faculty to 20-25 percent in the coming years.

Within the College of Arts and Sciences and the School of Nursing, individual departments often rely on part-time faculty to enhance the curriculum by offering instruction in specialty areas including English as a second language, media ethics, certain musical instruments, pathophysiology and pharmacology (the latter two at the graduate level). Most departments and larger units recognize

the need to lessen reliance on part-time instruction as the university grows in stature and enrollments. This trend is imperative given the difficulty of recruiting part-time faculty with the promise of low salaries, no benefits, and uncertain employment status from semester to semester. Increased salaries and at least partial benefits would greatly improve this situation.

*4.8.3-3 Part-time faculty members teaching courses for credit **must** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.*

Part-time faculty have the same qualifications as their full-time counterparts (see Sections 4.8.2.2 and 4.8.2.3 above). The minimum requirement for part-time faculty is the same as for their full-time counterparts: a Master's degree and a minimum of 18 graduate credits in the teaching discipline for baccalaureate instruction and a terminal degree for graduate instruction (or documentation of professional preparation in lieu of the academic credential). Academic Affairs maintains official personnel files for part-time faculty members and the Dean of the Graduate School maintains files on all faculty members awarded temporary graduate faculty status.

*4.8.3-4 Each institution **must** establish and publish comprehensive policies concerning the employment of part-time faculty members.*

Policies for employing part-time faculty members are articulated at the university level and described in the *Faculty Handbook* and the HR-135 employment form. Part-time faculty are members of the UNCW faculty, and as such must meet the same requirements for employment as full-time faculty members. Part-time faculty are employed for a specific term, and are not eligible for consideration for tenure or for the benefits that accrue to full-time faculty members. Their contracts also differ from those of full-time faculty as their term of employment is specified by a different form, HR-135, than the letter of appointment received by full-time faculty (*Faculty Handbook*, Section V.A).

*4.8.3-5 It **must** also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.*

The orientation, supervision and evaluation of part-time faculty occurs at the departmental level, and is carried out by departmental faculty and department chairs. Part-time faculty are evaluated each semester in each class through the SPOT's. In addition to this student feedback, most departments on campus include part-time instructors in their annual peer evaluation, in which a full-time member of the department evaluates a part-time instructor through any number of criteria, which may include classroom observation, review of sample teaching materials, (syllabi, exams, handouts), and examination of teaching philosophies. Evaluations are submitted to the chair and kept on file in the departmental office. For the most part, supervision and orientation of part-time faculty is equally



thorough. The chair; a faculty member with supervisory responsibilities, such as the coordinator of basic courses, director of composition, or supervisor of basic language courses; and/or another full-time faculty member act as mentors for part-time faculty members. Some departments hold formal orientations for new part-time faculty each fall, while in those departments employing only a few part-time faculty members, the department chair orients the new faculty member. In addition to the *Faculty Handbook*, which outlines the basic responsibilities and duties of *all* instructors and is available online for new part-time faculty members' use, several departments provide new faculty with a copy of a departmental policies and procedures manual. While available evidence suggests that there exists "appropriate" orientation, supervision and evaluation of part-time faculty members in individual departments, the university has not developed "comprehensive" policies, as was recommended in the 1992 SACS report.

**Recommendation 2:** The Provost must ensure that academic deans instruct chairs to publish policies regarding the orientation, supervision and evaluation of part-time faculty.

*4.8.3-6 Procedures to ensure student access to part-time faculty members **must** be clearly stated and publicized.*

Student access to part-time faculty members is the same as for full-time faculty. All faculty members are required to publish office hours and contact information on course syllabi (*Faculty Handbook*, Section IV.A.3). Most, if not all part-time faculty members are assigned to an office on campus that they usually share with at least one other instructor. Most offices have a phone with voice mail or answering machine, and most have a computer with Ethernet connections. Those faculty members without offices are available to students via e-mail since all faculty members are eligible for a UNCW e-mail account and are encouraged to activate this account. There are numerous cases where several part-time faculty members have to share one office (Communication Studies, Art and Theatre, Music, and others). This also involves sharing one phone and one computer. Thus, students may have difficulty in gaining access to these faculty members in person, though the faculty realize the difficulty of this situation and make every attempt to stagger office use. Those faculty members without any designated office may share the office of a full-time colleague or arrange to meet students in the library. The existing space limitations at UNCW have made it much more difficult to provide easy access to part-time faculty, though most departments have found creative ways to do this. The planned new buildings and renovations at UNCW will do a great deal to alleviate this situation over the next five years. Until space allocation for part-time faculty members is adequate, UNCW's wide access to computers for students and part-time faculty members, as well as policies requiring all faculty to publish and keep regular office hours, does ensure student access to part-time instructors.

### Graduate Teaching Assistants (4.8.4)

*4.8.4-S1 The employment of graduate teaching assistants (GTAs) is a well established practice in higher education, but **should** be carefully monitored.*

The employment of graduate teaching assistants is monitored at both the Graduate School level and at the departmental level. Nine program/departmental areas covered in this report employ graduate teaching assistants. All have policies and procedures in place that comply with the *Criteria*. All departments employing GTAs closely monitor their activities and practices, primarily by way of assigned faculty supervisors, required evaluations and special workshops and training.

*4.8.4-1 An institution **must** avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.*

At UNCW, only in English, Creative Writing and in Environmental Geology and Organic Chemistry Laboratory courses do GTAs serve as instructors of record. The assignments are made only after the student has earned 18 semester hours of graduate credit and participated in an extensive teaching preparation program offered by the departments. In the Chemistry courses, fully qualified faculty members design the labs, syllabi and quizzes, and determine the grading scheme. In other programs the GTAs may serve as guest lecturers and/or be responsible for laboratory lecture sessions, but their role is generally limited to classroom and grading assistance.

*4.8.4-2 Each institution employing graduate teaching assistants **must** provide a published set of guidelines for institution-wide graduate-assistant administration, including appointment criteria, remuneration, rights and responsibilities, and evaluation, and reappointment.*

The Graduate School publishes the Resource Handbook for Graduate Teaching Assistants, which is often augmented by departmental handbooks. These handbooks offer comprehensive descriptions of relevant policies. Each graduate teaching assistant (new and continuing) signs a contract issued by the Graduate School that describes the duties and rights of GTAs. Academic units to which the GTAs are assigned supplement this with information on evaluation and reappointment procedures.

*4.8.4-3 GTAs who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course . . . **must** have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly (except as noted).*



GTAs in English and Creative Writing who have responsibility for classroom instruction (usually Freshman Composition courses) must have earned a minimum of 18 hours of credit, participated in the teaching preparation program, be supervised by a qualified faculty instructor, and be periodically evaluated. International GTAs can only be given instructional duties if they have passed either the Test of Spoken English or the Speaking Proficiency English Assessment Kit test with scores that are acceptable to both the Graduate School and the academic unit.

- 4.8.4-3a *Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral and written communication, indicates that the appointment is appropriate.*

Before a student whose native language is not English can be appointed as a GTA, the student must demonstrate proficiency in spoken English. This proficiency can be demonstrated by the student receiving a passing score on the Test of Spoken English offered by the Educational Testing Service, or a score of 45 on the Speaking Proficiency English Assessment Kit (SPEAK) test. The SPEAK test is offered on demand by the Graduate School, but usually at the beginning of the fall and spring semesters. Some departments require a passing score that is higher than the minimum set by the Graduate School (Graduate School, *Graduate Coordinators' Reference Manual, 2000-2001*: 3.5).

- 4.8.4-4 *Institutions employing graduate teaching assistants **must** provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures.*

The Graduate School is the administrative unit that oversees individual academic units to ensure that established policies and procedures pertaining to GTA employment and responsibilities are adhered to. Academic units provide close faculty supervision of GTAs in all of their duties. Graduate School supervision has resulted in the cessation of the occasional appointment of GTAs with fewer than 18 semester hours of graduate credit as instructors of record.

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#### **Faculty Compensation (4.8.5)**

- 4.8.5-1 *An institution **should** provide adequate salaries and benefits to attract and retain able faculty members.*

It can generally be stated that the university has been able to attract qualified teachers and researchers to its faculty. For the most part, starting salaries have been consistent with current market values across academic disciplines. In the faculty survey, 46 percent of those responding agreed that "my department is able to compete for new faculty on a national basis," while 40

percent disagreed. It is not clear to what extent starting salary is perceived as negatively affecting recruitment, as compared to research support and other factors. Retention of permanent faculty is high, despite the weakness of the UNC system's health care benefits package. Some departments and schools within the university report difficulty in recruiting high-quality faculty when other comparable institutions offer better summer teaching compensation, guaranteed summer research funding, better benefit packages, and moving expenses. The Business School reports difficulty in matching average market salaries in most business disciplines. Salary compression for tenured faculty hired earlier in the university's history represents an additional problem. The university is currently studying this problem. In some disciplines inadequate financial resources make it extremely difficult to recruit the needed number of qualified part-time instructors, although this problem varies considerably among departments.

Inadequate office space also poses a serious recruitment problem for many departments. As noted earlier in reference to its graduate program, Psychology has indicated that a lack of laboratory space limits their graduate program in several ways, including recruitment of qualified faculty members. The Departments of Music and Art and Theatre are in a similar position. It has been increasingly difficult to successfully hire the top choice when they are informed they will have to share an office or that they will not have any studio space in which to be engaged in their creative work. While this need is being addressed, in part, by the passage of the North Carolina education bond in November 2000, it will clearly be five to seven years before new space is fully realized at UNCW. Even then, while much of this space will be qualitatively far superior to what now exists, it may not be significantly larger than what is currently in use.

The tables below compare salary at UNCW with figures from the national College and University Personnel Association (CUPA) study. CUPA is a study of all four-year public institutions. It would be preferable to compare UNCW data with that of comprehensive institutions rather than with all four-year institutions, but such data, unfortunately, is not available. The first two rows compares mean salary for all fields in each rank, for continuing faculty only.

**Table 83: Faculty Salaries**

	<b>Full Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>
UNCW "Mean" Pay	\$64,210	\$51,183	\$45,288
CUPA "All Average"	\$74,454	\$55,313	\$45,165
UNCW "Highest"	\$92,627	\$78,450	\$68,050
CUPA "High"	\$234,531	\$147,500	\$131,900
UNCW "Lowest"	\$47,185	\$40,560	\$36,935
CUPA "Low"	\$31,500	\$20,500	\$18,500

Based on the difference between UNCW and CUPA , the following can be observed:

Difference (- = UNCW below CUPA)  
(+ = UNCW above CUPA)

Full Prof. (mean) difference = -10,244  
 Assoc. Prof. (mean) difference = - 4,130  
 Assist. Prof. (mean) difference = + 123

Full Prof. (highest) difference = -141,904  
 Assoc. Prof. (highest) difference = - 69,050  
 Assist. Prof. (highest) difference = - 63,850

Full Prof. (lowest) difference = + 15,685  
 Assoc. Prof. (lowest) difference = + 20,060  
 Assist. Prof. (lowest) difference = + 18,435

While it appears UNCW is competitive in the starting salaries and at the Assistant Professor rank, it is clear there has been salary compression at UNCW, and that those at the associate and professor rank are earning well below the national average. For details about salaries across different disciplines at UNCW see the annual survey of UNCW faculty salaries available at [www.uncwil.edu/local/oir/Salary\\_Analysis/salary\\_analysis\\_00.htm](http://www.uncwil.edu/local/oir/Salary_Analysis/salary_analysis_00.htm).

The Wilmington area has an above-average cost of living, especially in the areas of housing and home insurance, a fact that may be reflected in the level of faculty satisfaction with salaries and benefits. In response to the *2000 Faculty Survey*, only 32 percent of the responding faculty members agreed with the statement "I am adequately compensated for what I do at UNCW." While 11.7 percent indicated they neither agreed nor disagreed with the statement, more than 55 percent indicated they disagreed. Moreover, as mentioned above, 45 percent of faculty surveyed listed "salary" when asked, "Other than non-reappointment, what is the single most important reason for faculty resignations from your department over the last five years?" Clearly, the perception of the faculty at UNCW is that faculty compensation is not adequate.

In recent years, several departments, especially within the Business School, have reported difficulties in recruiting faculty due to the lack of competitive benefits. Several offers of employment have been rejected. Reasons given for the rejection include the following: other universities make a larger retirement contribution; other universities make a larger contribution toward medical coverage, and include vision and dental care; other universities offer larger life insurance policies; and some universities provide tuition remission for spouses and dependents. In response to the statement "I am satisfied with the University's benefit package," 41.8 percent agreed; 10.4 percent neither agreed nor disagreed; and 47.8 percent disagreed.

Compared to benchmark institutions, UNCW's benefit package is low and is putting UNCW at a competitive disadvantage in recruitment. (For a full comparison of benefits at UNCW and six benchmark institutions, see Appendix C of this report.) In order to address the comparative disadvantage in regards to benefits, the committee offers the following suggestion:



**Suggestion 6:** The Chancellor should continue to advocate with the Office of the President and the state legislature for the improvement of UNCW's benefits package.

*4.8.5-S2 The institution **should** also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and a plan for adequate insurance coverage.*

The university participates in an employee benefit plan administered by the State of North Carolina. Faculty pay a monthly contribution toward a retirement plan, while the university also contributes a partial contribution, each party contributing approximately 50 percent. Faculty members may choose the state retirement plan or another investment provider such as TIAA-CREF and VALIC. The only medical insurance plan available is the state employees' plan, since all the HMO options have withdrawn from offering medical coverage in the Wilmington area over the past two years. Full-time faculty members are covered without cost to them, but spouse and dependent costs are covered totally by the faculty member. This cost has risen significantly in recent years, and a possible 40 percent increase in the cost for family coverage is anticipated in 2001. These increases more than offset merit pay increases for many faculty members. The university makes available a \$25,000 life insurance policy for faculty, with the option to purchase an additional \$50,000 term insurance policy at low rates.

*4.8.5-1 Salary increases **must** be based on clearly stated criteria.*

The general level of annual salary increases is determined by the State Legislature. The determination of merit-pay increases within the parameters outlined by the State Legislature is established by the UNC Office of the President, which mandates that all salary increases be tied to merit rather than to the cost of living. Each academic dean receives a merit allocation based on the designated percentage of salary dollars in all vacant and filled positions. Each dean then allocates to the departments a comparable percentage of those funds based on the total salary dollars in continuing faculty lines in that department.

The criteria for evaluating faculty performance are specified in Appendix C of the *Faculty Handbook*. According to the handbook, "The evaluation of a faculty member's performance is recognized as integral to the development of the institution, is used to make decisions about promotion and the awarding of tenure, and serves as a basis for recommendations for merit salary increases" (*Faculty Handbook*, IV.E). The specific recommendation for merit salary increases "rely heavily" on the evaluation document written by the department chair annually; this evaluation, in turn "draws from peer evaluations, student evaluations, and subjective assessments – each to varying degrees across departments" (*Faculty Handbook*, IV.E.1).

Although the formal criteria for merit pay increases are stated in the Handbook, many faculty members express uncertainty about the criteria for merit pay decisions. In response to the statement, "the annual review of all faculty salaries is based on clearly stated criteria for awarding salary increases," 48.9 percent of the faculty members responding agreed; 16.7 percent neither agreed



nor disagreed; and 34.4 percent disagreed. It may be that the perceived lack of clarity stems from the fact that “procedures and criteria for merit salary increases vary across departments” (Faculty Handbook, VII.A.).

In the determination of salaries for new department chairs or program directors, when recruited from within UNCW, deans adhere to a chair compensation policy. The policy includes a formula for determining a former chair’s new salary when his or her appointment expires and he or she returns to the faculty. Many of the policies for faculty compensation are currently under review.

Occasionally UNCW is able to offer equity pay, which has been made available in some years by the state legislature. These monies are to be awarded to faculty who have been caught in salary compression, especially those in the highest rank who are earning well below the national average. These funds are awarded to the university and administered by Academic Affairs. The Provost makes the funds available to the deans, who solicit arguments of support from department chairs. Chairs identify certain faculty in need of equity funding and present a case in writing to the appropriate dean. The final amounts awarded are decided upon by the dean, in consultation with the chair. Equity funding decisions are based largely on a comparison to national averages for faculty in the same rank and discipline.

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#### **Academic Freedom and Professional Security (4.8.6)**

*4.8.6-1 Faculty and students **must** be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. Institutions may endorse particular religious or philosophical beliefs, or social principles as they relate to the institutional statement of purpose. Such beliefs and principles may influence the curriculum and the selection of students, faculty and staff*

UNCW has a strong commitment to academic freedom in the research and teaching of all disciplines. UNCW has its own statement in support of academic freedom, which is a local interpretation of the *Statement of Academic Freedom and Responsibility* published in section 601 of *The Code* of the University of North Carolina. The exercise of academic freedom is protected in practice through the existence of procedures of due process outlined in the *Faculty Handbook*. Academic freedom exists for both faculty and students “in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth” (*Faculty Handbook*, Appendix A).

The results of the *2000 Faculty Survey* indicate that nearly 90 percent of the faculty at UNCW agree with the statement that “University policies support faculty member’s academic freedom.”

*4.8.6-2 An institution **must** adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.*

Statements of the principles of academic freedom at UNCW are published in the *Faculty Handbook*. Appendix A of the handbook contains UNCW's specific statement of academic freedom and faculty responsibility. Appendix B of the handbook contains the statement of academic freedom and responsibility of faculty published in Section 601 of *The Code* of the University of North Carolina. Until 1997, new faculty members received hard copies of the handbook and continuing faculty members received updated pages for insertion in their copies. Since 1997 the official version of the handbook has been the on-line version, available to all faculty members through the worldwide web. For a full discussion of the process for updating and publishing the *Faculty Handbook*, see Section 4.4 of this report.

*4.8.6-3 Institutional policies **must** set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.*

The UNCW *Faculty Handbook* is the principal publication outlining university policies for faculty members. All faculty members are made familiar with this document upon hiring, and are encouraged to become familiar with the policies it contains. This document, which is often revised, contains clearly articulated policies regarding the actions of faculty members at UNCW. Individual sections deal with responsibilities regarding syllabi, absence from campus, grading, student privacy, and many other areas. Many departments also reiterate these policies in departmental policy handbooks. Appropriate adherence to these policies is taken into consideration in annual review processes.

In addition to the information provided in the *Faculty Handbook*, faculty members are given a copy of the *Student Handbook* and encouraged to be familiar with the Academic Honor Code and other policies affecting student behavior, particularly in academic areas. Human Resources also makes an effort to provide individual departments or academic units with workshops or other material useful in clarifying policies in many areas, such as sexual harassment.

*4.8.6-4 Although tenure policy is not mandated, each institution **must** provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.*

University policy requires that all faculty members are hired under a contract that specifies their duties. Part-time faculty members, who are hired for a specific set of duties for a specific period of time, have those expectations outlined in a hiring document, the HR 135 form. Full-time continuing faculty members are given an initial contract upon their accepting a position at the university, and a second contract after a probationary period. Prior to the end of the second contract, continuing faculty members are granted tenure or their contract is allowed to expire. All tenured faculty annually receive a letter stating their salary, while terms of employment remain the same unless changes are specified in the letter (*Faculty Handbook*, Section V), "Letter of Appointment,"

“Initial Contract for Nine Month Faculty,” “Second Contract for Nine Month Faculty,” “Contract for Twelve Month Faculty”).

- 4.8.6-5 *All policies regarding employment, as established by the governing board, **must** be published and distributed to the faculty.*

All policies regarding faculty employment are contained in the *Faculty Handbook*, which is available online to all faculty members. Section V.B, “Appointment Procedures and Policies,” deals with equal opportunity issues, search procedures, nepotism, proof of citizenship, personnel files, retirement and resignation

- 4.8.6-6 *If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for rewarding tenure, for providing adequate notice of non-renewal of a probationary appointment, and for termination of appointments, including those for cause, **must** be clearly sent forth in the faculty handbook or other official publication.*

UNCW employs a faculty appointment system that uses both rank and tenure. Policies regarding promotion, the tenure process and grievance procedures are outlined in the *Faculty Handbook*, Section V.C; the relevant section of *The Code of the University of North Carolina* (Chapter VI) is reproduced in the *Faculty Handbook* as Appendix B. UNCW policies in this area adhere to the guidelines of the American Association of University Professors, and to the requirements of the University of North Carolina (*Faculty Handbook*, Section V.C., Appendix B; *The Code*, Chapter VI).

The university publishes the policies and procedures used for the granting of tenure and promotion in Appendix A of the *Faculty Handbook*, “Policies of Academic Freedom and Tenure.” This section includes a definition of academic tenure, an explanation of who is eligible for permanent tenure, a definition of and length of probationary service, length and number of appointments in the probationary period, timely notice, notice of non-reappointment, procedures for evaluation and documentation, and continuing evaluation of faculty. Appendix C of the *Handbook*, “Criteria for Reappointment, Promotion and Award of Tenure,” contains detailed information on the evaluation areas (teaching, scholarship and professional development; artistic achievement and research; and service), guidelines for tenure, a description of academic ranks and the expected professional accomplishments that accompany them, the format in which reappointment, promotion and tenure cases are to be presented, and recommendations on the format of application for reappointment, promotion, and tenure.

Section 604 A of *The Code* (*Faculty Handbook*, Appendix B), “Notice of Reappointment or Nonreappointment,” specifically addresses the issue of adequate notice of non-renewal of faculty:

- A. The decision not to reappoint a faculty member at the expiration of a fixed term of service shall be made by the appropriate institutional



faculty and administrative officers early enough to permit timely notice to be given. For full-time faculty at the rank of instructor, assistant professor, associate professor or professor, the minimum requirement for timely notice shall be as follows:

1. During the first year of service at the institution, the faculty member shall be given not less than 90 calendar days notice before his/her employment contract expires;
  2. during the second year of continuous service at the institution, the faculty member shall be given not less than 180 calendar days notice before his/her employment contract expires; and
  3. after two or more years of continuous service at the institution, the faculty member shall be given not less than twelve months notice before his/her employment contract expires.
- B. Notice of reappointment or nonreappointment shall be written. If the decision is not to reappoint, then failure to give timely notice of nonreappointment will oblige the chancellor thereafter to offer a terminal appointment of one academic year.

*4.8.6-7 Termination and non-renewal procedures **must** contain adequate safeguards for protection of academic freedom.*

Reappointment, tenure and promotion in any of the universities within the University of North Chapter system is governed by state law and policies as described in Chapter VI of *The Code of the University of North Carolina*, adopted by the UNC Board of Governors. The quoted portions of appendices A & B of the *Faculty Handbook* clearly show that academic freedom is protected in all deliberations regarding reappointment and promotion.

Section I. Freedom and Responsibility in the University Community:

- A. The University of North Carolina at Wilmington is dedicated to the transmission and advancement of knowledge and understanding. Academic Freedom is essential to the achievement of these purposes. This institution therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.
- B. The University of North Carolina at Wilmington shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth.
- C. Faculty and students of this institution shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected. (Appendix A, *Policies*)

Section II. Academic Freedom and Responsibility of Faculty:



- B. The University of North Carolina at Wilmington will neither penalize nor discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility. (*Faculty Handbook* 189-190)
- 604 B. Impermissible Reasons for Nonreappointment:  
In no event shall a decision not to reappoint a faculty member be based upon (a) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, or (b) discrimination based upon the faculty member's race, sex, religion or national origin or (c) personal malice. (*The Code*, Appendix B, *Ch. VI*)

Furthermore, probationary terms of non-tenured faculty are explained in published policy statements. By requiring a decision to extend the initial four-year employment contract in the third year, and by requiring a tenure decision of all tenure-track faculty in the sixth year of employment at the university, the policies grant adequate notice of non-renewal of a probationary appointment. Terminations of employment of tenured faculty are extremely rare, and cause for such terminations are explained in the policies. In addition to insuring timely notice of non-reappointment or termination, the university's policies provide for an appeals process for such decisions. Ultimately, such appeals can be taken to an Appeals Committee composed of faculty members. The appeals process is addressed in *The Code* (28-32) and published in the *Faculty Handbook*, Sections V.C.3 and Appendices A and B).

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### Professional Growth (4.8.7)

*4.8.7-1 An institution **must** provide faculty members the opportunity to continue their professional development throughout their careers.*

The university encourages continued faculty development through opportunities offered by the Center for Teaching Excellence, the Webcourse Design process, the Office of Research Administration, the Office of International Programs, university-wide teleconferences, departmental colloquia, study groups and speaker programs. The College of Arts & Sciences provides competitive Summer Initiative Awards to faculty members, allowing them funding for research or curriculum development. The university also grants Faculty Research Reassignment Awards (*Faculty Handbook*, Appendix K), Center for Teaching Excellence Summer Initiatives, Information Technology Systems Division Innovation grants, Summer Curriculum Development grants, and the Charles L. Cahill Awards offered by the Office of Research Administration (ORA). ORA helps faculty develop research concepts, seek potential granting agencies, prepare grant applications, and manage funded proposals. Support services for research

include (but are not limited to) the opportunities describe in Sections III.C and VI of the *Faculty Handbook*. These opportunities are summarized in the *Guidelines for Faculty Professional Development*, distributed to faculty members by Academic Affairs and available online at the Academic Affairs homepage.

The College of Arts & Sciences provides funding for travel to conferences by supplementing departmental budgets for faculty development and providing support for faculty traveling to international conferences additional to that offered by the departments/programs. In 1996-1998, Academic Affairs provided the college with faculty development funds equivalent to \$500 per permanent faculty member, which were then allocated to departments. This allocation was discontinued after departmental and program base budgets were substantially increased through the allocation of equity money awarded to UNCW from the state legislature. Although it was assumed at that time that the departmental budgets could now support faculty development as well as meet operating costs in their new budgets, the college has had to continue to supplement these budgets each year (CAS, *SACS Self-Study Report*, 2000: 63). The college also supports faculty and chair attendance at regional and national workshops and conferences relating to general faculty issues or administrative duties.

Individual departments continue professional development by allowing some release time support for research and other creative activity; by encouraging and funding attendance and participation at professional conferences, seminars and workshops; and by funding research travel to specialized geographic sites or libraries. Departments such as Communication Studies allow faculty to earn potential course releases for "overload" teaching. Overloads include, but are not limited to, large format classes, volunteer supervision of internships, and design and facilitation of directed individual studies.

Support for professional development in teaching is offered mainly through the Center for Teaching Excellence, which provides workstations and training to faculty for preparing multimedia presentations, encourages the development of courses for the UNCW Technology College program and conducts seminars on various aspects of university teaching. New faculty members also receive support for professional development from the library and may request the purchase of books, videos, or journals that will enhance their teaching and research interests. These monies are above and beyond the annual library allocation to individual departments.

Faculty responses to the *2000 Faculty Survey* indicate a reasonable degree of agreement with university efforts to sponsor and promote professional development. However, as the table below indicates, there is a significant percentage of faculty who indicate existing support, especially in the areas of travel money and course releases for research, is not adequate.

**Table 84: Faculty Perceptions of Professional Development**

(UNCW Self-Study Faculty Survey, 2000,

<[http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_SectionIV\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_SectionIV_Results.htm)>)

Statement	Agree	Neither Agree nor Disagree	Disagree	Total
University policies support faculty member's professional development initiatives	135 67.5%	33 16.5%	32 16%	203 100%
UNCW provides sufficient opportunities for temporary reductions in teaching loads and other assignments to foster research	93 48.9%	28 14.7%	69 36.3%	190 100%
UNCW provides sufficient financial support for me to attend at least one professional meeting each year.	137 68.5%	10 5%	53 26.5%	200 100%
I am satisfied with the criteria used for granting a leave of absence for professional activities.	87 58.4%	31 20.8%	31 20.8%	199 100%
There is adequate time for scholarship and research	66 32.7%	21 10.4%	115 56.9%	202 100%

#### 4.8.7-2 An institution **must** demonstrate that such development occurs.

The university demonstrates that such development occurs by numerous assessments, including annual departmental review, reappointment/tenure/promotion reviews, and post-tenure review every five years. Professional development activities of the faculty are part of departments' annual reports to their deans. The process of awarding merit pay is directly tied to the evaluation of professional growth. In addition, faculty who obtain faculty development grants, including faculty reassignments, must report on the outcome of their efforts, either in a written report to the appropriate dean or the Provost, and/or through a seminar open to all interested faculty.

At UNCW, appointment at the rank of assistant professor requires "evidence of progress in the area of research or artistic achievement," which is assessed by the department, dean and provost in the hiring process (*Faculty Handbook*, Appendix C, IV. B). Promotion to associate professor requires evidence of "a continuing pattern of research or artistic achievement, of regular professional service, and of scholarship and professional development," which is assessed by any department recommending the promotion of one of its members, by the Faculty Committee on Reappointment, Promotion and Tenure, and by the appropriate dean and the Provost. Promotion to the rank of professor requires "a tangible record of research or artistic achievement," and that the individual be "recognized as a scholar within her/his professional field" (*Faculty Handbook*, Appendix C. IV.B).

Individual departments and schools collect and tabulate evidence of faculty professional development annually, and such data is a key part of each unit's annual report. This evidence also provides data for professional schools and programs that face external licensing and professional accreditation. For example, the Cameron School of Business provides evidence of faculty research awards received between 1994-2000 in its Association to Advance Collegiate Schools of Business, Cameron School of Business Self-Evaluation Report (Section FD.3.c; Table 29). Evidence of professional growth in the School of



Nursing includes the appointment of two faculty members to prestigious fellowships, one as a Nursing Kellogg Faculty Fellow and another as a Helene Fuld Rural Institute Fellow (School of Nursing, *SACS Self-Study Draft Report*, 2000: 35). The Dean of the College of Arts and Sciences collects aggregate data on teaching innovation, scholarly accomplishments and service in the departmental annual reports submitted to the dean's office every June, as well as notice of grant receipts and teaching recognitions. One mark of growth in faculty professional development is a 138.5 percent increase in the number of grant proposals submitted by college faculty and a 260 percent increase in funds received between 1990 and 2000, during a period in which the size of the faculty increased by only 17.3 percent (College of Arts and Sciences, *SACS Self-Study Report*, 2000: 64). The Watson School of Education compiles a record of faculty professional development in the Professional Development Reports filed each April, as well as in the "Faculty Productivity" section of the *State of the School Reports* (Watson School of Education, *SACS Self-Study Report*, 2000: 58).

- 4.8.7-3 *The general tone and policies of an institution **must** make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.*

The policies of the university specify that faculty members are to take the initiative in promoting their professional development as teachers, scholars, creative artists and practitioners. The policies are detailed in the Faculty Handbook in a description of evaluation areas:

Scholarship is expected of every faculty member. Besides a mastery of the fundamentals of a discipline it involves a thorough familiarity with its various areas, problems, and continuing investigations; it necessitates staying abreast of the relevant literature and includes the ability and insight to organize, synthesize, and evaluate effectively the work of others. It is a large component in the makeup of a good teacher and a necessary ingredient in the conduct of meaningful research and the presentation of research results. Thus it is a prime responsibility within the academic profession....

The academic artist has a responsibility to enlighten and enrich society at large with her/his artistic endeavors.

Besides artistic achievement, research understood as original investigation is also an important function of higher education. By continuously adding to the store of human knowledge, research enriches society at large while contributing greatly to vitality and depth in teaching. The university therefore encourages faculty members to engage in scholarly research.

Since the communication of knowledge is a central function of an educational institution, public rendition of a faculty member's research is highly desirable.... Such renditions may include books,



reviews, articles, reports, lectures, seminars, and papers presented at meetings.

In evaluating a faculty members artistic achievement or research, attention will be directed to its vitality, integrity, originality, and overall quality, as judged by professional colleagues on and off campus.” (Appendix C)

Many departments require faculty to project their professional goals for the coming year, and this projection is used to measure their performance in the annual review. In addition, individual departments’ mission statements, department manuals, and procedures manuals make it clear that faculty members are expected to continue their growth as teachers, scholars and, when appropriate, practitioners. Detailed accounts of such growth are an integral and highly scrutinized portion of annual reviews and dossiers for all personnel actions. Thus, the administration has signaled its expectation that faculty members are to take responsibility for growth as teachers, scholars and practitioners.

However, tangible institutional support of faculty research and professional development continues to be problematic according to some unit reports, particularly in those disciplines whose external funding models differ significantly from those most often handled by the Office of Research Administration (ORA). One ongoing issue has been that the university has not had a uniform policy with regard to how humanities faculty who have secured external grants for academic-year travel to collections may make use of their awards. This is particularly critical for junior faculty attempting to complete monographs, because they are not eligible for intramural Faculty Research Reassignments. In response to recent cases involving junior faculty receiving prestigious national academic-year fellowships, Academic Affairs has articulated a new policy, approved by the Deans’ Council and effective July 1, 2001. The policy requires all proposals by university faculty to be submitted via the chair and dean to ORA, including those that make direct awards to individual faculty members:

Such grants shall be considered as a direct buy-out of faculty services and any additional university resources requested by a successful applicant, if honored, are to be provided from the budgeted resources of the department and college/school or the submitting faculty member, unless prior arrangements have been approved by the Vice Chancellor for Academic Affairs. The dean of the appropriate college has the prerogative to deny all requests for additional resources related to a grant award, and to deny requests for leaves of absence predicated upon grant awards. (*Academic Affairs Policy on Grant Awards made Directly to Faculty*, 13 March 2001).

### The Role of the Faculty and Its Committees (4.8.8)

#### *4.8.8-1 Primary responsibility for the quality of the educational program **must** reside with the faculty.*

This is set forth as UNCW policy in Article I of the *Faculty Governance Document*. The Faculty Senate has responsibility for many areas of the educational program, such as setting minimal admissions standards and degree requirements. The Senate and its committees take an active interest and maintain oversight over curricular issues and academic standards. Curricular oversight was strengthened further in Fall 2000 when the Faculty Senate passed a motion that expands the governance and oversight role of the University Curriculum Committee (UCC), a committee appointed by the Faculty Senate. Under its expanded scope of duties, the UCC will evaluate all new proposed programs and proposed minors, significant changes to academic majors, and will continue its existing role of approving courses for Basic Studies, Oral Competency, and Computer Competency. The UCC will forward their evaluations and recommendations as a motion to the Faculty Senate, where final approval will occur.

Faculty members in individual departments propose changes in the department curriculum. (Some departments maintain one or more standing curriculum committees.) These changes are then reviewed by the chair, and by the relevant college or school curriculum committee(s) consisting of faculty members who advise their deans.

Department chairs also have the ability to substitute courses to fulfill requirements within the Basic Studies in their area, or in a major in their department. This occurs most often when a student transfers from another institution and a course taken previously does not match UNCW offerings. This substitution is usually initiated by the student's advisor and approved by the department chair and the appropriate dean. Thus, the integrity of majors and Basic Studies resides with the faculty and their immediate supervisors, as opposed to being controlled by non-academic staff.

Faculty in the departments are directly involved in the hiring and retention of colleagues; conduct peer reviews of teaching for untenured faculty and sometimes for tenured colleagues as well. Committees handling departmental issues, including such matters as instructional approaches and academic enrichment, are constituted from the department faculty. Departmental faculty may also determine additional admission standards for their programs.

#### *4.8.8-2 The extent of the participation and jurisdiction of the faculty in academic affairs **must** be clearly set forth and published.*

This is set forth as UNCW policy in the *Faculty Handbook*. Department faculty handbooks provide detail on faculty participation in academic affairs matters such as annual reviews, tenure and promotion, and post-tenure review.

In the Faculty Senate, each senator must be a full-time faculty member of the University of North Carolina at Wilmington (*Faculty Handbook*, Appendix F). Furthermore, each department earns representation in the senate based on the number of full-time faculty members housed in that unit. The faculty of each unit elects by secret ballot one representative for each ten full-time faculty members or fraction thereof. Standing and autonomous Senate committees deal with a wide range of issues in which the faculty has a strong voice. The standing committees include the following: Academic Standards, Admissions, Bookstore, Budget, Buildings & Grounds, Evaluation, Faculty Welfare, Financial Aid, Information Technology, Library, Public Service and Extended Education, Research, Student Affairs, University Advancement and University Curriculum. Members of standing committees are appointed by the Senate Steering Committee. In the selection of faculty members, the Senate Steering Committee considers responses to committee preference forms and the need for appropriate representation of the various sectors of the faculty. In addition to the standing committee of the Senate, there are three autonomous committees elected directly by the faculty, each having specific responsibilities involving matters of professional concern to faculty: The Faculty Hearings Panel, the Faculty Professional Relations Committee, and the Committee on Reappointment, Tenure, and Promotion. Members are elected from and by the full voting faculty. Elections are conducted by the Senate Steering Committee.

Two remaining types of governing bodies are the Chancellor's Committees and the Provost's Committees. The Chancellor's committees include the Athletic Council, the Calendar Committee, the Campus Judicial Board, the Campus Recreation Advisory Board, the Center for Teaching Excellence Advisory Board, the Faculty Honors Council, the Hearings Panel, the Investigating Panel, the Parking Appeals, the Protection of Human Subjects, Radiation Safety, Student Health & Wellness, Teacher Education Council, and the University Planning & Quality Council. The Provost's committees include the Center for Academic Advising Advisory Board, the Freshmen Seminar Advisory Board, the International Programs Advisory Board, and the Learning Center Advisory Board. The composition and membership of these administrative committees are determined by the Chancellor and/or the Provost, but both rely heavily on full-time faculty.

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### Faculty Loads (4.8.9)

#### *4.8.9-1 An institution **must** provide a faculty of adequate size to support its purpose.*

Faculty size at UNCW is dependent upon a funding formula adopted by the UNC General Administration and financed by the legislature of the State of North Carolina ([http://www.uncwil.edu/oir/funding\\_folder/UNC\\_Funding\\_Model.htm](http://www.uncwil.edu/oir/funding_folder/UNC_Funding_Model.htm)). The model allows the university to maintain a faculty to student ratio of approximately 1:18, which is typical of UNCW's benchmark institutions (see Section 4.1 of this report). The faculty to student ratio in the School of Nursing is stipulated by the



North Carolina Board of Nursing: in clinical courses it may not exceed 1:10 students, a criterion which is met. Nursing faculty carry an average teaching load of 12 hours per semester. The adequacy of full-time faculty size varies across the university. Growth of the university in recent years has placed a strain on the faculty of many departments. Availability of some course offerings and extent of subject matter coverage has been affected by the growth of the student body in comparison to the growth of the faculty. In many cases part-time faculty and, in fewer cases, graduate teaching assistants have been required in order to fill these gaps. Some departments have also resorted to faculty members teaching course overloads. In several instances, the availability of classrooms and labs has also affected class size and the ability to cover some subject matter. This is most readily apparent in the fall semester, when departments strive to make enough Basic Studies sections available for the incoming freshman class.

Another source of growing demands on faculty members' time is the proliferation of interdisciplinary, extra-departmental programs that offer interesting but time-consuming teaching opportunities and further strain staffing levels. For example, both the Honors Scholars Programs and the Master of Arts in Liberal Studies seek significant numbers of instructors from among the regular faculty each semester. The same is true of the graduate Gerontology Certificate Program and the M.S. in Marine Science, which is staffed by regular faculty members who retain their teaching obligations in their home departments.

However, because of limited campus space for enrollment growth, UNCW has capped its enrollment for the past two years, making the current faculty adequate to support its goals. As new classroom buildings become available, the college will need to add new faculty positions to serve additional students who will matriculate.

*4.8.9-2 It **must** have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.*

In response to a legislative mandate, the UNC system developed a faculty workload policy in 1997 for all of its 16 campuses, and this policy was subsequently adapted to the missions of each constituent institution and then to the specific colleges/schools and departments/programs within each institution. The university employs several processes to insure the equitable and reasonable assignment of faculty responsibilities. Chairs are responsible for assigning faculty instructional and advising duties. Instructional assignments must, however, conform to the university's Faculty Workload Guidelines (*Faculty Handbook*, Appendix F, V). The Faculty Teaching Load Report required by the UNC Office of the President also insures reasonable, equitable teaching loads at the departmental level. Both of these requirements also allow the department chair to accommodate heavy advising loads with reductions in classroom duties. In practice, then, faculty workloads conform to general university guidelines, but are set primarily at the school and departmental levels.



Based on the College of Arts and Sciences policy, a full workload for a full-time faculty member in the college consists of a teaching assignment of 24 credit hours per year, including equivalencies; advising of majors and minors; participation in scholarly and professional development activities; and routine service on departmental and university committees. "Research active" faculty, a designation determined at the departmental level using expectations for the discipline, have a teaching assignment of 18 credit hours per year, including credit-hour equivalencies (*CAS Policies and Procedures Manual, III-9*). The chair, with the support of the dean, is responsible for an equitable assignment of the various faculty responsibilities and must submit for the dean's approval a proposed workload assignment prior to the final preparation of each semester's course schedule. The individual faculty annual review and peer evaluation process allows the faculty member input into the distribution of responsibilities in negotiations with the chair.

Most departments have policies in place to assure equitable and reasonable assignment of faculty responsibilities. Most departments give each full-time instructor two preparations per semester. In some cases, individual faculty members may volunteer for a third preparation, but they are not generally assigned such course loads against their wishes.

In the Watson School of Education an annual seven-course load plus a standard advising load is planned for each full-time instructor. A cohort of 5-6 interns is the equivalent of a 3-credit course. Those with administrative duties have a reduced load. Each year a workload report is prepared by the School and sent to the Provost. Faculty workloads in the Cameron School of Business (CSB) are assigned by the department chairs in accordance with plans discussed with the CSB executive committee, but there is no clear policy on workload equity in the *CSB Faculty Handbook*.

In most departments within the College of Arts and Sciences, the assignment of student advisees is on an equitable basis; that is, in most departments faculty members have an equal number of advisees. The number of advisees per faculty member, however, varies across Departments throughout the university. In some cases, faculty members are advising students outside their area of specialty. This appears to be a practice particularly common within the Cameron School of Business. Faculty members in Watson School of Education are assigned an average of 25-30 advisees, and assignments as advisors to student organizations is rotated annually.

In most departments committee assignments are distributed fairly. The choice of faculty guidance in student organizations is usually handled via a process of self-selection. Faculty members with an interest in the student organizations volunteer their services. Most departments also allow their members to select their areas of research and public service. In some cases, guidance is provided as to those outside service activities that do not count as public service in the eyes of the department or school. All departments expect faculty contributions to research and public service. It is the responsibility of the faculty to report their research and public service activities.

4.8.9-S1 *The institution **should** have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or quantity of the work they are employed to perform for the institution.*

Most departments of the university appear to have policies to ensure that no member receives an inordinate burden of either internal or external responsibilities. Some departments make public to their faculty members all decisions regarding faculty assignments, while other departments do not make such information available to their faculty members. Most department chairs are aware of committee and other assignments made of their faculties. It appears that all departments adhere to the requirement that faculty complete and submit an External Activity for Pay form which is reviewed and either approved or denied by the corresponding department chairs and deans.

4.8.9-S2 *The calculation of instructional loads **should** take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.*

Most departments give attention to instructional loads in calculating such factors as the number of preparations, number of students taught, nature of the subject, and the availability of secretaries and teaching assistants. In many departments a practice has evolved of giving full-time teaching faculty no more than two preparations per semester. Some departments limit class size for introductory or survey courses while others only limit class size to the seating capacity of the classroom. Most departments endeavor to limit class size for upper-division courses. Some departments contend that limits on class size enhance the practice of assigning papers and the use of essay exams. The availability of teaching assistants varies across the university.

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#### Criteria and Procedures for Evaluation (4.8.10)

4.8.10-1 *An institution **must** conduct periodic evaluations of the performance of individual faculty members.*

UNCW evaluates the performance of individual tenured and tenure-track faculty members at the following points: annually, through student, peer and chair evaluation of the year's performance; prior to reappointment, at the departmental (peer and chair) level; prior to promotion or award of tenure, at the departmental, college, and university level, a process that includes extensive review by an elected university-wide faculty committee; and after tenure, every five years in a review conducted at the departmental level as part of the post-tenure review policy. Continuing instructors and lecturers, both full- and part-time, are evaluated annually by department chairs and, in many cases, by departmental peers as well.

The *Faculty Handbook* (Section IV.E.) describes the three mandated types of evaluation. It specifies that departmental chairpersons or supervisors must produce annual written evaluations in conjunction with a review of the faculty member's professional development plan, that copies of this evaluation and plan must be kept on file in the respective department office and a copy must be provided to the faculty member, who has the opportunity to reply in writing. The chairperson's evaluation draws from peer evaluations, student evaluations and subjective assessments, each to varying degrees across departments. It further mandates peer evaluation, generally based on review of syllabi and course materials, publications and records of university service. All new and non-tenured faculty, as well as graduate teaching assistants, must also be evaluated by direct classroom observation. Finally, every faculty member is evaluated by students every semester in all courses, including summer school, using the institution-wide Student Perceptions of Teaching (SPOT) questionnaire. Some departments add their own questions to this institution-wide instrument. The questionnaire and its use are specified in Appendix J of the *Faculty Handbook*. The department chairperson or supervisor receives the results of the SPOT from the Office of Institutional Research and shares them with the faculty member every semester.

4.8.10-2 The evaluation **must** include a statement of the criteria against which the performance of each faculty member will be measured.

The institution-wide criteria for evaluation of faculty performance are those published in Appendix C, Section II.A., of the *Faculty Handbook*, "Criteria for Reappointment, Promotion and Award of Tenure" (*Faculty Handbook*, IV.E). Most departments and academic units publish specific criteria in addition to the university-wide criteria against which the performance of each faculty member of their department will be measured. Those criteria are spelled out in departments' policy manuals and guidelines and are made accessible to the faculty member.

4.8.10-3 The criteria **must** be consistent with the purpose and goals of the institution and be made known to all concerned.

The criteria that appear in the *Faculty Handbook* are consistent with the UNCW Mission Statement, particularly the first line which states that UNCW "is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service." The criteria for evaluation are published in Appendix C of the *Faculty Handbook*, available to all faculty members online. Additional departmental criteria are distributed to faculty members when they are established by departments. In the Cameron School of Business, additional criteria are outlined in Sections VI-16 to VI-20 of the Cameron School of Business *Faculty Handbook*. The Watson School of Education published additional criteria in the Watson School of Education *Procedures Manual*. The School of Nursing publishes additional criteria in the School of Nursing *Faculty Handbook*.



*4.8.10-4 The institution **must** demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.*

As all educators know, the most important use of evaluation tools is undertaken by individual instructors who modify their teaching strategies from semester to semester in light of feedback from students, peers, and superiors. Clearly, this kind of vital use of evaluation is ongoing at UNCW. There is considerable support and incentive for individual instructors to make wise use of evaluative information to improve instruction at the university, school and departmental levels. Quality of instruction is carefully monitored, particularly at the departmental level, where peers and chairs review and track individuals' teaching materials and strategies over time.

At the highest level, UNCW demonstrates institutional commitment to excellent teaching, which is embraced in the first sentence of its mission statement. As shown above, evidence of competence as a teacher is required for appointment at the ranks of assistant professor, associate professor and professor. The post-tenure review process mandates continued demonstration of teaching competence every five years after an award of tenure. The dossier to be completed by any faculty member seeking reappointment, promotion or tenure requires the individual to address the following teaching-related matters: courses taught; courses developed/revised/new to individual or the university; special initiatives/incentives in teaching; efforts to improve teaching; evidence of self-learning; evidence of commitment to fostering the intellectual development of students; summary of student and peer evaluations; grants and fellowships relative to teaching; honors, listings, and awards relative to teaching. UNCW also makes several prestigious and generous financial awards annually to faculty members demonstrating excellence in teaching. Finally, through its ongoing commitment to the work of the Center for Teaching Excellence, UNCW provides tangible support for faculty members seeking to improve their instructional skills or to employ new teaching methods and technologies. This commitment to the constant improvement of instruction permeates the institution at all levels, encouraging and, in fact, requiring faculty members to continue to demonstrate that they make personal use of evaluation to improve their instruction throughout their careers.

When asked to respond to the statement "UNCW faculty are allowed to exercise their responsibility for the improvement of the university's educational programs," 89.1 percent of faculty surveyed agreed, 5.2 percent neither agreed nor disagreed and 5.7 percent disagreed. Within departments, faculty members continuously respond to evaluative information by redesigning and modifying curricula. The addition of methodology courses, capstone courses and internships in various majors; the modification of Basic Studies requirements; and the development of entirely new curricula such as the Film Studies, Creative Writing and Gerontology programs demonstrate ongoing faculty attention to evaluation and improvement of the instructional program. In the 2000-2001 academic year, the Faculty Senate has begun consideration of an ambitious Writing-Across-the-Curriculum proposal.



The response of graduating senior to questions about their educational experience at UNCW show generally very high rates of approval for the instruction that has occurred during their years here, demonstrating that UNCW faculty are fully engaged in using the results of evaluation for ongoing improvement of the faculty and its educational program.

**Table 85: Graduating Seniors' Evaluation of Instruction at UNCW**

	1998	1999	2000
<b>Intellectual Environment on Campus</b>			
Very weak to weak	5 %	3 %	2 %
Average to very strong	95 %	97 %	98 %
<b>Quality of Instruction in Major</b>			
Poor to fair	5 %	4 %	9 %
Good to excellent	95 %	96 %	91 %
<b>Overall Quality of Instruction</b>			
Poor to fair	9 %	10 %	13 %
Good to excellent	91 %	90 %	87 %
<b>Evaluation of Overall Instruction</b>			
Poor to fair	4 %	5 %	5 %
Good to excellent	96 %	95 %	95 %

### Recommendations and Suggestions

**Recommendation 1:** The Provost must specify a policy for documenting the professional and work experiences of all full-time and part-time faculty members who do not possess the graduate hours required for teaching in baccalaureate programs, and this documentation must be part of the official personnel file. (4.8.2.2-3)

**Recommendation 2:** The Provost must ensure that academic deans instruct chairs to publish policies regarding the orientation, supervision and evaluation of part-time faculty. (4.8.3-5)

**Suggestion 1:** The Provost should maintain a centralized list of adjunct faculty, including their departmental affiliations and the specific terms of their interaction with students. (4.8.1-1)

**Suggestion 2:** All academic deans should ensure that departments articulate their process for assessing candidates' written and oral proficiency in English during the interview phase and communicate this process to their academic dean. (4.8.1-3)

**Suggestion 3:** The Graduate School should add the graduate faculty criteria for Creative Writing Faculty to its website. (4.8.2.3-3)

**Suggestion 4:** The Provost should identify the reasons for failure to hire first-choice candidates and for faculty resignations other than retirement. (4.8.2.3-4)

**Suggestion 5:** All academic deans should ensure that department chairs equitably assign and adequately account for academic advising in faculty workload assignments. (4.8.3-1)

**Suggestion 6:** The Chancellor should continue to advocate with the Office of the President and the state legislature for the improvement of UNCW's benefits package. (4.8.5-S1)

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Appendices**

**4.8 Committee Members**

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English  
Foreign Languages and Literatures, Chair  
Philosophy and Religion  
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Biological Sciences  
Economics and Finance

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### Faculty Benefit Comparison of UNCW and Benchmark Institutions

<b>Benefit</b>	<b>UNCW/state contribution</b>	<b>UNCW EE contribution</b>	<b>Appalachian State</b>	<b>College of Charleston</b>	<b>James Madison University</b>	<b>U of North Florida</b>	<b>Western Kentucky University</b>	<b>Radford University</b>
<b>Health</b>	\$187.98/ month	Single \$0.00 Employee/ Children \$117.16 Employee/ Family \$281.04	\$187.98/ month	Single: \$194.76 EE+I: \$349.96 EE/Children: \$275.48 Full Family: \$421.72	Single: Key Adv. \$220, Cost Alliance \$ 422 EE+I: KA \$328; CA \$422 Family: KA \$436; CA\$422 Family w/Both Spouses EE: KA \$529; CA \$422	Single: \$191.52 Family: \$391.60	\$315	Single: \$223 EE + I: \$347 Family: \$462 Family w/ both spouses EE: \$560
<b>Dental</b>		EE only: High \$31.24 Low \$17.86 EE/Spouse: High \$62.28 Low \$35.60 EE/Children: High \$59.78 Low \$34.16 Family: Hi \$102.48 Low \$58.56	EE only: High \$31.24 Low \$17.86 EE/Spouse: High \$62.28 Low \$35.60 EE/Children: High \$59.78 Low \$34.16 Family: Hi \$102.48 Low \$58.56	\$11.71 for all plans				
<b>State Retirement</b>	5.33 % of salary	6% of salary	5.33 % of salary	9% of salary	11.30% of salary	10.32% of salary	13.84% of salary	9.24% of salary
<b>ORP</b>	6.84 % of salary	6% of salary	6.84 % of salary	4.54%	10.40 %		10.76 %	10.40%

<b>Benefit</b>	<b>UNCW/state contribution</b>	<b>UNCW/EE contribution</b>	<b>Appalachian State</b>	<b>College of Charleston</b>	<b>James Madison University</b>	<b>U of North Florida</b>	<b>Western Kentucky University</b>	<b>Radford University</b>
<b>Disability Insurance</b>	Year 1: 2 mos. of full pay paid by University; + 1 mos. @ ½ pay Year 2-5: 2 mos. Full pay, 50% of salary after 2 month wait for up to 12 months Year 5+: 2 mos. Full pay, 50% of salary after 2 month wait for up to 12 months; 65% of salary (max. \$3000) (co-ord w/social sec. Benefits until retirement)		Year 1: 2 mos. of full pay paid by University; + 1 mos. @ ½ pay Year 2-5: 2 mos. Full pay, 50% of salary after 2 month wait for up to 12 months Year 5+: 2 mos. Full pay, 50% of salary after 2 month wait for up to 12 months; 65% of salary (max. \$3000) (co-ord w/social sec. Benefits until retirement)	Basic LTD—after 90 days wait. 62.5% of salary. College pays \$3.23 per month			LTD only-90 day wait. 60% of salary w/max of \$3000	Traditional: Sick leave 96 hrs./yr. State plan: Sick leave after 180 days 83% of salary
<b>Holidays</b>	5 days/academic year; 11-12 days calendar year		5 days/academic year; 11-12 days calendar year		15 days		15 days	Admin: 11 days Teaching: none
<b>Vacation Leave</b>				10 hrs. per month	AP faculty-4 week	12 mos appt. only; 6.77 hrs. biweekly	0-4 yr: 12 days 5-9 yr: 15 days 10-14 yr: 18 days 15-19 yr: 21 days 20+yr: 24 days	

<b>Benefit</b>	<b>UNCW/state contribution</b>	<b>UNCW EE contribution</b>	<b>Appalachian State</b>	<b>College of Charleston</b>	<b>James Madison University</b>	<b>U of North Florida</b>	<b>Western Kentucky University</b>	<b>Rudford University</b>
<b>Sick Leave</b>	Peer coverage		Peer coverage	10 hrs. per month	Peer coverage	1 day per month	7.5 hrs. per month	96 hrs. yr.
<b>Tuition Support</b>	1 course/semester plus orientation application fees  Spouse & children-orientation and application fees waived		1 course/semester plus orientation application fees  Spouse & children-orientation and application fees waived		6 hrs. per semester		Dependent children: 50% waiver for tuition & fees Spouse: 50% discount for EE; entitled to 2 undergrad or grad classes per semester	1 class/semester Other school: ½ pay for 1 semester, no pay for 2.
<b>Life Insurance</b>	\$25,000 policy \$106/yr/ee			\$3000 coverage. College pays \$0.42 per month	2x salary for natural death; 4x salary for accidental death			2x annual salary plus double indemnity

## 4.9: Consortial Relationships and Contractual Agreements

### -1-

#### Summary

The University of North Carolina at Wilmington engages in nine kinds of contractual agreements and four consortial relationships, with two additional consortial relationships in the planning stage. These arrangements provide opportunities for UNCW students to broaden their education by studying abroad, gaining clinical experience, and undertaking a variety of internships or field courses. They also provide necessary practical training for those seeking nursing and teaching licenses. Contractual and consortial relationships at UNCW are, for the most part, carefully controlled and supervised. Specific concerns arose in two programs: the Marine Science Master's Degree consortial relationship with Bermuda Biological Laboratory and the Division for Public Service's Virtual University of the Digital Communities Project. These concerns are addressed below.

### -2-

#### Introduction

The self-study committee reviewing contracts and consortia began its work in Fall 2000 by developing a definition of two main terms: consortial relationship and contractual agreement. The committee believed it important to reach consensus regarding what kinds of programs came under each of these headings and to elaborate operational definitions for each. The committee also realized that there is no systematic method to disseminate information to the various campus departments or schools regarding the criteria for establishing and maintaining consortial relationships or contractual agreements, and that no office maintains a comprehensive list of all such agreements or relationships, although individual programs are generally well controlled and regularly evaluated. The committee, therefore, sought to produce a comprehensive list of the kinds of consortia and contracts and in effect at UNCW. Working definitions are as follows:

1. A **consortial relationship** is a degree or certificate program in which another institution awards credit. The critical elements include the following:
  - Requirements toward a degree can or must be fulfilled by more than one degree-awarding educational institution.
  - Fulfillment of requirements entails a substantial amount of coursework to be completed at, and credit to be awarded by, an institution other than UNCW.
  - Requires approval by university governance and UNC Office of the President.
  - Final degree could be awarded by any of the participating consortial institutions.

Consortial Agreements for Education Delivery at UNCW consist of the following:

- Department of Earth Sciences--Summer Field Course Consortium
- Center for Marine Science--Fellowships in Oceans and Human Health



- Watson School of Education--NC Distance Education Partnership for Special Education
  - Watson School of Education--NC TEACH
  - Watson School of Education—Eastern Carolina University/UNCW Master's in Elementary Education (in planning)
  - Cameron School of Business--Trans-Atlantic Business School Alliance (in planning)
2. A **contractual agreement** provides instruction or practical experience for UNCW students, but does not require students to earn non-UNCW credit. The critical elements include the following:
- UNCW contracts with an outside agency to provide instruction or practical experience for its students.
  - Students use the contracted services for instruction, professional experiences, access to facilities or resources within a minimal number of courses, generally only one.

Contractual agreements for education delivery at UNCW consist of the following:

- Onslow County and other extension programs (described fully in 4.6)
- Office of International Programs--agreements for year, semester and summer study abroad
- Cameron School of Business--international agreements with Hochschule Bremen and CESEM
- Watson School of Education--Professional Development Partnerships (student teaching)
- Standard academic internships
- School of Nursing--clinical placements
- Program in Clinical Laboratory Science--clinical placements
- Cape Fear Community College--contract for MAT 100
- Public Service and Extended Education--Virtual University of the Digital Communities Project

The attached chart, "SACS 4.9 Summary Evaluation Form" (Appendix C), was the committee's worksheet for assessing each consortial and contractual agreement's compliance with key elements of the Criteria:

- a) whether UNCW can demonstrate that it exerts sufficient control and regular evaluation of the program,
- b) whether the program supports UNCW's purpose,
- c) whether UNCW maintains the quality of the program, and
- d) whether consortium partners are regionally accredited at the same level as UNCW.

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### **Consortial Relationships and Contractual Agreements (4.9)**

- 4.9-1 *A member institution which enters into such consortial relationships or contractual agreements **must** have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.*

Each UNCW consortial or contractual program has a clearly designated supervisor who ensures compliance with all general requirements of the *Criteria*.

Onslow County and other Extension Programs:

Technical aspects of the contracts with community colleges and the U.S. Marine Corps for use of facilities in connection with UNCW extension programs, especially the Onslow County Extension Program, have been overseen by the division of Public Service and Extended Education, prior to the July 1, 2001 complete transfer of all for-credit extension programs to the division of Academic Affairs (for a full discussion of the extension education programs, including the report of the SACS Substantive Change Visiting Team, see section 4.6 of this report). These contracts provide access to facilities and services needed at the extension site for UNCW extension students and faculty. Instruction is provided by regular UNCW faculty who commute to the site.

International Programs:

Most summer study abroad programs offered through the UNCW Office of International Programs provide UNCW credit and are taught by regular UNCW faculty members who accompany the students. In a few cases students earn transfer credit from a foreign institution. In exceptional cases, UNCW employs a foreign faculty member as a part-time UNCW instructor, upon review of academic credentials by the Assistant Provost for International Programs in consultation with the appropriate UNCW faculty. In all cases, the Assistant Provost for International Programs oversees contractual agreements between UNCW and foreign institutions.

The screening process is carried out by the appropriate department chair, the Assistant Provost for International Programs and, especially, the International Programs Advisory Council (IPAC). The process is rigorous, with the detailed examination of syllabi and itineraries, hours in class and workload, to ensure that an appropriate level of student achievement is expected and attained. IPAC recommends for or against summer programs, or requires that revisions be made. This system has proved to be very effective when guidelines and deadlines are observed (OIP, *Summer 2001 Study Abroad Calendar*). But problems arise if a dean chooses to ignore both, as occurred in Fall 2000. A proposal came to IPAC more than two months late, on a dean's recommendation. IPAC found the proposal not just late but weak. Nonetheless, the dean insisted that the program be offered, and Academic Affairs has supported the dean with the argument that the International Programs cannot override a dean's authority. This is a source of confusion.

**Suggestion 1:** The Provost should clarify the respective roles of the deans and the Office of International Programs in the process for approval of UNCW's summer study abroad programs.

UNCW also administers two semester-long programs under contracts with foreign universities. The first is the North Carolina Consortium Paris Semester

Program. Despite its name, this is not a consortium in the technical sense, but attracts students from throughout North Carolina. The program is controlled entirely by UNCW and places students at the Sorbonne in Paris. Under the contract, students may take up to 18 hours credit during the semester. Nine of these are transfer credits from the Sorbonne; the other nine are offered by UNCW faculty. Typically, three of these credit hours are earned in a course taught by the Assistant Provost for International Programs, who is also a Professor of French, through a combination of face-to-face and distance instruction. The other six hours are taught by part-time UNCW instructors hired in Paris. The Assistant Provost reviews the credentials of these instructors, each of whom has earned the requisite degrees (either the Ph.D. or M.A.) from accredited U.S. institutions. The Office of International Affairs forwards these credentials to Academic Affairs, where they are kept on file.

UNCW also sponsors a semester study and internship program at the University of Wales in Swansea. Most of the approximately 15 hours of credit earned by UNCW students on this program is awarded by the host institution and applied here as transfer credit. The contractual component involves a program for UNCW Honors students. UNCW works with the American Studies Department at Swansea in coordinating a program in which UNCW sends a tenured professor to teach one class and to supervise excursions and the overall academic experience of UNCW students. Students typically earn two credit hours in this course.

One other type of study-abroad program is governed by the "Memoranda of Understanding" between UNCW and various foreign institutions. These are essentially articulation agreements, not formal contracts. Under such memoranda, students may study at a foreign institution for a semester or an academic year. While UNCW agrees to accept the course work received at the foreign institution, it requires that "the measure of achievement attained there must be commensurate with the prevailing testing and learning evaluation standards of the home institution. Each institution will receive a performance evaluation for each student at the host institution." The memoranda also require both institutions to provide academic advising to students (*Memorandum of Understanding Between X and The University of North Carolina at Wilmington*: 2).

Cameron School of Business Hochschule Bremen/ Marseilles-Provence Business School (CESEM):

The Cameron School of Business has entered into contractual exchange programs with the Hochschule Bremen and with CESEM. Under the terms of this bilateral articulation agreement, the institutions may exchange students on a one-for-one basis. The German students who matriculate at UNCW under this agreement must satisfy the same prerequisites as CSB students. The CSB is the primary beneficiary of this exchange. To balance the number of German students matriculating at UNCW, the CSB offers summer courses for UNCW students at the Hochschule Bremen. UNCW students use the facilities and receive instructional support from the Hochschule Bremen, but in all cases summer students earn UNCW credit in courses either taught or monitored by UNCW



faculty. In 2001, UNCW will send its first cohort of summer study students to CESEM with conditions almost identical to those in Bremen and under the supervision of an attending UNCW professor.

#### Watson School of Education programs:

The Watson School of Education (WSE) is engaged in two consortial relationships and is planning a third. The first is a consortium with Fayetteville State University and UNC Pembroke to deliver a state-wide alternative licensure program (NC Teach) and the second is the North Carolina Distance Education Partnership in Special Education, a special education collaborative with UNC-Chapel Hill, which allows students to take distance-learning courses taught by special education faculty from across the UNC system. A faculty member in the WSE is charged with overseeing each of these programs (WSE, *Alternative Certification Documents, NC Teach*).

There is also a Master's program in the planning process (the UNCW-Eastern Carolina University Collaborative Masters in Elementary Education), a state-mandated collaboration in which half of the 36-hour program will be taught by graduate faculty of UNCW and half by the Eastern Carolina University graduate faculty. The first cohort enrolled will serve as a pilot group, whose progress will be analyzed carefully before UNCW proceeds beyond its initial two-year commitment. This program is currently in the regular UNC-system planning process as outlined in section 4.2.3 of this report; the UNCW Graduate Council is currently reviewing program proposals. Fall 2001 has been identified as the starting date, but current funding problems may postpone the start date.

The Watson School of Education (WSE) faculty also supervises student interns at public schools throughout the region. These internships are organized through contracts with ten school districts in the region under the Professional Development System. The Professional Development System partnerships (internships for student teachers) have established and systematically renegotiated formal contractual agreements. These agreements were originally signed in 1995 for a 2-year term, extended in 1997 with a formal agreement, and renegotiated and reapproved for an additional three years in 1999 (WSE, *Key Contracts of Professional Development System; Development Systems Organizational Chart; Functional Teams; Purpose/Mission Statement*). Internship sites and partnership teachers are formally evaluated by the student and the university supervisor each time the sites are used for an internship. These evaluations are reviewed by the department chair who analyzes these data and uses the information to ensure quality placements for future students.

#### Internships:

Students in several different departments within the College of Arts and Sciences and in the professional schools also undertake internships to enrich their educational experience. The schools retain tight control over these internships by requiring the external organization to be pre-approved for suitability. The student participating in the internship has an on-site supervisor who must meet requirements for academic credentials outlined by the college. Finally, the



interning student also has a faculty member who supervises the quality of the academic work produced by the student in the course of the internship and who assigns a grade (College of Arts and Science, *Policies and Procedures Manual*, V-4). The following policy regarding internship grading was passed by the Faculty Senate in April 2001: "Internships designated by a 498 number will be graded on a Pass (P)/Fail (F) basis. These credit hours earned will count towards the number of hours required to graduate, but the grade of Pass (P) will be excluded from the computation of the GPA," (Faculty Senate, "Minutes," April 2001).

In addition to formal internships, courses in some departments involve short-term practical experiences in which students work or assist at various local agencies in order to gain professional experience. No formal policy guides such experiences, although faculty members clearly maintain control over the academic experience of students in such courses. To strengthen this supervision, the committee offers the following suggestion.

**Suggestion 2:** The Provost should ensure that all courses that involve external placements for professional experience and partial supervision and evaluation of students by non-UNCW personnel are as closely controlled and evaluated as internships are.

#### School of Nursing clinical placements:

Undergraduate nursing students undertake clinical practices under the auspices of contracts signed annually by the Provost, Dean of the School of Nursing and a representative from the agency involved. For the clinical experience, selection of all health care agencies and providers is based upon the conceptual framework of the nursing curriculum and the course objectives. A clinical site evaluation form is completed for each new clinical site. The form is also completed each semester by the clinical coordinator and/or the course coordinator as well as by the student(s) assigned to the clinical site. The graduate program creates contracts with preceptors who must be either nurse practitioners or physicians. A doctorally-prepared nurse practitioner faculty member negotiates the contracts or agreements. All contracts and letters of agreement are on file in the Dean's office.

#### Clinical Laboratory Science clinical placements:

Students in the Clinical Laboratory Science program undertake 34 semester hours of clinical work in affiliated hospitals. At present, all of UNCW's affiliated hospitals are in other North Carolina towns: Carolinas Medical Center in Charlotte and Bowman Grey/Baptist in Winston-Salem. The students leave Wilmington in their senior year for twelve months of intensive training and study. This clinical internship program is closely monitored by UNCW's Coordinator of the Clinical Curriculum, who reviews the agreements annually. The on-site Director of the Clinical Program member, who oversees the faculty in the affiliated hospitals, is appointed as a UNCW adjunct faculty. Such faculty members are generally M.D. and Ph.D. pathologists and B.S. Clinical Laboratory Scientists. A prescribed "transcript" of courses and credits is sent to the UNCW

registrar once the clinical year is completed. UNCW maintains close supervisory control over these students and their clinical work through the Coordinator of the Clinical Science Curriculum, who is an Associate Professor of Biology at UNCW. The Coordinator oversees the formal affiliation agreements signed with each clinical program site. Because of the shrinking availability of clinical sites willing to host students, this curriculum is fading, and the Coordinator will propose folding this program into the Biology major in the future.

CFCC MAT 100:

UNCW has a contractual arrangement with Cape Fear Community College to provide remedial classes to our students who fail to place into Math 111. UNCW students receive no credit for this CFCC course, which is scheduled on the UNCW campus as a convenience for students. UNCW maintains close control over this course through the Director of the Math Lab, who oversees the contract. Contract stipulations provide that UNCW's Department of Mathematics and Statistics selects the textbook for the course and the Chair of the Department recommends a qualified instructor. A similar agreement for the community college to provide instruction in English 100 has been discontinued. To underscore the fact that students do not receive UNCW credit of any kind for this course, the committee suggests the following.

**Suggestion 3:** The Registrar should discontinue the practice of transcribing MAT 100.

Virtual University project:

In March 1998, UNCW entered into a contractual relationship with the Japanese Electronic Industrial Association (JEIDA), an international distance learning experiment. For two years, UNCW offered three courses once a year to students at Japanese universities. This program, now labeled "The Virtual University of the Digital Communities Project," was overseen by the Division of Public Service and Extended Education (PSEE), which facilitated UNCW distance education programs at that time. These courses were offered through UNCW academic departments and taught by regular UNCW faculty. The experiment was appropriate to UNCW's mission to "encourage public access to its educational programs" and its commitment to "international perspectives . . . and the integration of technology throughout the university." Although supervisory confusion for academic programs facilitated by PSEE has now been addressed by the 2001 shift of all credit-bearing extension and distance programs to the Division of Academic Affairs, the current status of the Virtual University Project is not clear. In particular, it is of some concern that no mention of this program, or the courses taught therein, has been made in the self-study reports of either Academic Affairs or the College of Arts and Sciences, suggesting that upper-level academic supervision of this project is not fully in place. Care must be taken that innovative distance programs for credit are properly controlled and evaluated by Academic Affairs.

#### Earth Sciences summer field courses:

The Department of Earth Sciences is an active member of “The UNC System-Wide Summer Field Course in Geology” consortium, through which it offers GLY 470, Field Course in Geology (*Undergraduate Catalogue, 2000-2001*: 221). Member institutions include UNCW, UNC-Chapel Hill, UNC-Charlotte, North Carolina State University, East Carolina University, Western Carolina University, and Elizabeth City State University. A consortium director who is based at Eastern Carolina University oversees the educational and logistical aspects of field course activities and the policies that guide the spirit of cooperation among the participating institutions. The Department assigns a faculty member as departmental coordinator, and this instructor is an active member of decision-making activities for the field course. The UNCW coordinator interacts with the director and faculty from the other institutions through meetings and phone, email, and letter correspondence on matters pertaining to the course pedagogy and to logistical planning and organization. The coordinator directly reports to the department chair all matters and discusses field course activities and plans, brings to the attention of the entire Earth Sciences faculty field course matters, oversees Earth Sciences budget allocations for the course, and interacts with the graduate teaching assistant and undergraduate students attending the course in any particular year. In addition, the department sends a faculty member to participate in the field course every summer; those persons also actively participate in teaching and planning discussions (Department of Earth Sciences, *Field Course Manual*; Field Course Web Site, <<http://www.uncwil.edu/people/smithms/index.html>>).

#### Fellowships in Oceans and Human Health:

Finally, UNCW has entered into an agreement with the Bermuda Biological Station for Research, Inc. to provide the opportunity for students in the M.S. in Marine Science program to work with highly qualified marine scientists at the station during the summer (Center for Marine Science-Glaxo Wellcome, *Fellowships in Oceans and Human Health Proposal*). This Marine Sciences Bermuda Fellowships in Oceans and Human Health Program has been funded for two years through a grant, and it is not clear whether it will continue. UNCW marine scientists have traveled to the site and verified the quality of the facilities and the qualifications of the laboratory staff. One UNCW faculty member offered coursework at the station in Summer 2000. While the opportunity for UNCW students to work in this laboratory is beneficial to them, the current arrangement is not sufficiently articulated to ensure that UNCW has adequate control over the program. It is not clear how the credentials of the Bermuda scientists are verified or whose responsibility it is to ensure the instructional experience of the students. If the program is to continue these issues must be addressed, preferably by designating a faculty director for the program.

To address concerns in both the Virtual University Project and the Fellowships in Oceans and Human Health program, the committee recommends the following:



**Recommendation 1:** The Provost must exercise control over all credit-bearing courses and programs, including those delivered through contracts for distance education services, so as to ensure compliance with the Criteria.

*4.9-2 All consortia and contracts **must** be evaluated regularly.*

The University Curriculum Committee of the Faculty Senate has jurisdiction over the review of internship and clinical placement policy and international agreements, since they fall into the category of “other general curricular policies that have total university impact” (Faculty Senate, “Bylaws,” *Faculty Handbook*, Appendix F, Section C.1). Moreover, the majority of courses offered through contracts and consortia are UNCW courses subject to UNCW’s curriculum development policies, taught by regular full-time UNCW faculty. Finally, directors and coordinators of these programs understand and fulfill their obligation to evaluate the programs they supervise regularly.

Onslow County Extension Programs:

These programs are evaluated on an on-going basis by the schools and departments offering instruction. Moreover, the entire program was recently evaluated by a SACS Visiting Team in connection with substantive change, and found to be in compliance with the Criteria. Transfer of these programs entirely to the Division of Academic Affairs will allow uniform evaluation of all programs and courses delivered through extension education. For a full discussion of the extension programs, see section 4.6 of this report.

Office of International Programs:

The Assistant Provost for International Programs appoints an International Programs Advisory Committee that reviews proposals for summer study abroad courses and decides which courses will be offered each year. The Committee also receives reports as to the health of the Sorbonne and Swansea programs through student evaluation (Office of International Programs, *Evaluation by Returning Student of Semester/Year Study Abroad Program Form*). The Assistant Provost evaluates the Sorbonne program every semester. In response to recent evaluations, he appointed a UNC Chapel Hill graduate student of French to be in residence as a resident advisor. He also added regular French conversation sessions on the advice of returning students. For the Swansea program, representatives of the American Studies Department at the University of Wales travel to UNCW twice yearly to discuss the program and work out any problems. The on-site director evaluates the program continually and each student completes an evaluation at the completion of the semester. Based on previous evaluations, the program has expanded its orientation and has improved the registration process for the return semester, smoothing the transition back to UNCW. For the Hochschule Bremen agreement, the International Business Committee of the Cameron School of Business monitors the quality of the program and progress of the students continuously. The entire program has just been fully reviewed by all parties and is in the process of being finalized.



UNCW also closely monitors student experiences offered through its 20 exchange agreements with foreign universities. The assessment of exchange and study abroad programs is ongoing and comprehensive. Before an exchange agreement is signed, the opinion of department chairpersons most likely to exchange students is solicited, as is that of the Provost. The International Programs Advisory Council and Academic Affairs meet with any representatives of prospective partners visiting UNCW. Before an exchange agreement is renewed, it is subject to review by the Assistant Provost and members of the International Programs Advisory Council. All summer study abroad programs are reviewed in detail by the academic department chair, then by all the members of the International Programs Advisory Council who rank proposals according to strict criteria. Students embarking on a semester or year abroad are required to obtain the approval of their advisor, of professors of courses for which transfer credit is offered, of Admissions, and of International Programs (OIP, *Education Abroad Advising Agreement and Permit for Transfer Evaluation by Returning Student of Semester/Year Study Abroad Program*). Consideration of these evaluations has led to major changes in curriculum. To give just one example, the summer program in Costa Rica now offers three weeks of formal classroom preparation at UNCW *before* the field experience in Costa Rica as a result of student comments. Directors of summer study abroad programs, and UNCW directors of semester-long programs meet with the Office of International Programs after study abroad to assess all features of the program. The forms for proposing a study abroad program have been enriched as a result of these meetings, and criteria for acceptance modified with a greater insistence upon time spent in class, on submitting a detailed syllabus, and on immersion in the foreign culture. A qualified faculty member is assigned responsibility for each of the major semester-long or year-long programs, and is actively engaged in recruiting, monitoring, and evaluation of the programs.

UNCW also has representation on the Advisory Board of the University of North Carolina Exchange Program, a state-to-state agreement that links North Carolina to schools in Germany, Finland, Israel, Australia and Mexico. This board meets at least once per semester to review the programs.

#### Watson School of Education:

The NC TEACH statewide program has formal evaluation components designed to provide data for each component. This program is in its first year and will be reviewed yearly with consortium partners. The NC Distance Education Partnership in Special Education has a three-level evaluation plan that measures the effectiveness of the initiative including documentation of program integrity, satisfaction, and outcomes for students. The term limits of the Professional Development System contractual agreements between the Watson School of Education and the partnership school districts are explicitly stated and ensure evaluation by all parties prior to renegotiations (UNCW Professional Development System, *Partnership Outcomes*).

### College of Arts and Sciences Internships:

All College of Arts and Sciences (CAS) internships are offered as courses that have a clearly-identified instructor-of-record. Thus each internship experience is directly monitored by a regular UNCW faculty member every semester (CAS, *Policies and Procedures Manual*, V-4). If students and faculty participating in a particular internship report problems with the academic quality of the experience, the college will discontinue writing contracts with that external organization.

### School of Nursing:

Evaluative data generated by students and faculty at the conclusion of each clinical course provides evidence that educational services offered by other organizations supports the purpose of the institution (School of Nursing, Clinical Evaluation Forms). At the conclusion of each clinical graduate course all students complete an *Evaluation of Preceptors Form*. These forms, which are reviewed by the clinical coordinator and course faculty, are used to guide decision-making regarding preceptor changes. The chair of the undergraduate program, the graduate coordinator and the course coordinator also review the contracts and agreements with clinical agencies annually.

### Clinical Laboratory Science:

The Clinical Programs with which UNCW contracts must be accredited by the National Accrediting Agency for Clinical Laboratory Science and must be renewed annually. The Coordinator reviews and maintains the agreements with the clinical sites and renegotiates the agreements as needed ("Clinical Science Affiliation Agreements"). The pass rate for UNCW students on the national examination appears to be excellent, although these scores are not officially reported to UNCW and passing the exam is not part of the affiliation agreement. The Coordinator received unofficial reports from students about success rates on the exam, indicating a passing rate of approximately 98 percent. The Coordinator reports that in 22 years with the program, all graduates have received at least one offer of employment upon graduation, while many have received more than one.

### Earth Sciences Summer Field Course:

It is the responsibility of the consortium director to evaluate the yearly progress of the summer field course. This evaluation is conducted in consultation with each institution's participating faculty and staff through biannual faculty meetings in the fall and spring semesters, and by phone, e-mail, and letter correspondence. The faculty meetings are daylong Saturday events in October and February of each year and centrally located for all participating institutions at either the Department of Geology at UNC-Chapel Hill or the Department of Marine, Earth, and Atmospheric Sciences at North Carolina State University. The fall meeting reviews the past year's teaching activities and begins the initial pedagogical planning of the next year's activities based upon these experiences and future predictions. The spring meeting focuses upon the coming summer's activities and other educational, organizational, management, and logistical needs.

for this non-traditional, six-week, field-oriented course in New Mexico, and Colorado (Agendas and notes for the past six years of field course meetings; article by the Field Course Director for the Fall 1998 *AIPG Bulletin*).

#### MAT 100:

In order to bring the instruction in the MAT 100 course more closely into line with the purposes for which the community college's services are contracted, the MAT 100 course has been evaluated by the Department of Mathematics and Statistics. Based on the recommendations of this evaluation, the Math Lab director has been appointed to be the coordinator of the course.

#### The Virtual University of the Digital Communities Project:

Public Service and Extended Education produced two extensive reports, one for each year of this program's existence (*Digital Communities Project Final Reports*, May 1999 and May 2000).

#### The Bermuda Fellowships in Oceans and Human Health:

Because this program is a temporary one, no clear evaluation mechanism has been articulated, although the Policy and Planning Committee of the Graduate Council has reviewed aspects of the program at its March and April 2001 meetings. If the program is to continue, evaluation is one of the criteria about which the recommendation specified in section 4.9-01 is concerned.

- 4.9-3 *If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it **must** follow reporting policies and procedures related to substantive change.*

The university notifies SACS of all proposed educational program changes which might entail a substantive change. This is required by the UNC system (*UNC Academic Program Development Procedures: 5-7*).

The programs offered via extension in Onslow County have been reviewed by SACS (*SACS, Report of the Substantive Change Committee, 1998*), and UNCW has responded to recommendations contained in that report (*UNCW, Response to the Report of the Substantive Change Committee, 1999*).

Another program in the planning stages is the Trans-Atlantic Business School Alliance (TABSA), being planned by the Cameron School of Business with two other U.S. schools and four European universities. The objective of this program is to develop a model academic program for study abroad that offers students the opportunity to obtain dual degree qualifications, one granted by a U.S. school and one by a European school. This will be a consortial program involving four European schools of business. Students of UNCW will complete two years at UNCW and two abroad, and will receive degrees from both institutions. European students will complete two years at the home institution, two at UNCW, and will receive two degrees, one from each institution. TABSA remains in the planning stage with a projected start date of Fall 2002 (Cameron School of Business, *Self-Evaluation Report, 1998-99*, vol. 1: C12-C13). SACS



has been notified that this program is being planned, and any questions regarding the program are to be addressed during the self-study (*Notification Letter to SACS*).

Also in the planning stage is the Eastern Carolina University/UNCW Collaborative Elementary Education Master's Degree. The proposal for this program has now been reviewed by the Graduate Council (Graduate Council, "Minutes," 26 April 2001). The proposed start date for this two-year pilot program is Fall 2001, though it is not clear that a substantive change report has been filed by the UNC Office of the President. It is also not clear that the UNC Office of the President has secured SACS authorization to launch the NC TEACH program, a cooperative program in its first year. For these reasons, the following is suggested:

**Suggestion 4:** The Chancellor should request that necessary reporting by the Office of the President as to substantive changes in UNC consortial agreements be fulfilled, that the appropriate UNCW school be kept abreast of substantive change status and that appropriate documentation be provided to UNCW.

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#### Consortial Relationships (4.9.1)

*4.9.1-1 A member institution seeking to participate in a consortium degree or certificate program **must** enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.*

While the Division of Academic Affairs does not consider any current UNCW program to fall into the "consortial" category, programs in the Watson School of Education, as well as two program-specific arrangements (the biology program at the Bermuda Biological Laboratory and Earth Sciences summer field courses), do have the features of consortia. Academic Affairs is fully abreast of the planning process for the Trans-Atlantic Business School Alliance.

All Watson School of Education consortial programs, as well as the Earth Sciences summer field course program, involve fully accredited institutions at the same level as UNCW. The Trans-Atlantic Business School Alliance agreement involves accredited U.S. schools and reputable West European universities offering instruction at the same level or a higher level than UNCW, and this issue is fully addressed in the substantive change report.

Again, concern arises in connection with the Marine Science program at the Bermuda Biological Laboratory. In this program, students worked with non-academic scientists whose credentials were reviewed by UNCW marine science faculty. However, students did not earn academic credit from the Bermuda Biological Laboratory, but from UNCW. If this program continues, care must be taken to arrange for academic credit to be granted only by UNCW. These concerns are addressed by the recommendation in section 4.9-01 above.



4.9.1-2 *Exceptions **must** be approved by the Commission in advance of the formation of or participation in the consortium.*

There are no exceptions to 4.9.1-0f in existence or in planning.

4.9.1-3 *The member institution must maintain the quality of all courses/programs offered through the consortium.*

Through the evaluation and supervision mechanisms described in 4.9-02, the Watson School of Education ensures that the educational experiences of UNCW students involved in consortial programs are comparable to the quality of courses offered at UNCW.

The Watson School of Education consortial programs are very new. NC TEACH is in its first year, and will be evaluated as to quality according to planning documents for the program. The curriculum has been developed through a collaborative effort led by the NC Department of Public Instruction; the Assistant Dean of the WSE serves as the program's coordinator, attending at least one meeting a month to provide input in the planning and implementation process. The NC Distance Education Partnership in Special Education program is evaluated regularly through course evaluation and program review practices. To ensure a high quality of instruction in this consortium, a tenured faculty member in Special Education is local professor of record and responds to assignments posted by UNCW affiliates. In the planned Eastern Carolina University/UNCW master's program, quality has been a key concern in planning. The Watson School of Education faculty has insisted on maintaining its standards in the collaboration with ECU, and has documented the comparability of the consortial program and the UNCW M.A. program in its presentation to the Graduate Council (Watson School of Education, Document comparing UNCW Elementary Ed. Campus MA to UNCW/ECU Collaborative MA Program, presented to the Graduate Council, April 26, 2001).

The Department of Earth Sciences maintains quality control on aspects of the consortium field course through the efforts of a departmental field course coordinator who is actively involved in decision-making activities. The coordinator's responsibility is to voice the department's educational goals, needs, and concerns to the field course director and to the faculty members from other institutions, as well as to listen to and evaluate the educational goals, needs, and concerns of the other participating geology departments. The coordinator, in consultation with the department chair and other UNCW faculty participating in the field course, evaluates a variety of topics including, but not restricted to, the day-by-day scheduling issues, teaching goals and student work load for the course's six weekly projects; participating students' educational and physical strengths, weaknesses, and ability to successfully complete the course; grading policies for the projects and miscellaneous exercises; information to be added to or deleted from the field course guidebook; faculty and graduate teaching assistant responsibilities and work loads; time management and allocation to teaching versus travel days; logistics concerning individual and group monies,

travel, lodging, food, vehicles, equipment, and teaching supplies; and policies concerning such issues as security, harassment, substance abuse, and vehicle use (*Field Course Manual*; Field Course Meetings, “Agendas” and “Minutes,”<sup>9</sup> 1994-2000).

- 4.9.1-4 *Educational courses/programs offered through a consortial relationship **must** be related to the teaching purpose of the institution and comply with the Criteria.*

Since its inception, UNCW has included in its purpose preparation of individuals for entry into the learned professions, including teaching. The statement of institutional mission expands this obligation to include assisting with the improvement of public education, a task clearly more extensive than the academic development of individuals. The Watson School of Education aspires to regional leadership in the development of innovative programs of service to public schools. The primary mission of the Watson School of Education is to develop competent professionals to serve in teaching and educational leadership. All courses and programs offered through the consortial relationships are designed and delivered to comply with these university and school missions.

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#### Contractual Relationships (4.9.2)

- 4.9.2-1 *Educational services and programs offered through a contractual agreement with another institution or organization **must** support the purpose of the institution.*

Contracted educational services include study-abroad opportunities, internships and clinical professional practica, and contracts through which UNCW provides instruction at distant sites, primarily in Education and Criminal Justice (through the Onslow County and other extension programs, as discussed in section 4.6 of this report). Each of these kinds of contractual arrangements clearly enhances the educational program and purpose of UNCW in conformity with its mission to “stimulate intellectual curiosity” and to “make optimum use of available resources” so that students, faculty and staff can “develop interests, skills and talents to the fullest extent.” Some of these contracts also promote “public access to [UNCW’s] educational programs” and commitment to “international perspectives” (*University Mission Statement, 2000*).

UNCW’s study abroad activities are designed to address the university mission to increase the international perspective of its students and to serve the Office of International Programs’ twin objectives of increasing the number of UNCW students who travel to and study in foreign universities as well as increasing the number of international students studying at UNCW. To this end the Office of International Programs has entered into exchange agreements with its foreign partners.

All academic internships and clinical placements are treated as regular

courses and designated with UNCW course numbers, thus the approval procedure for all internship and clinical courses follows the regular course approval process, with proposals originating in departments and the School of Nursing, then proceeding through the school and university course approval process. Specific internship and clinical placements are regularly evaluated as specified above. Thus, the academic worthiness of the educational services provided through contractual agreements is carefully scrutinized by the appropriate faculty members and deans.

*4.9.2-2 The member institution **must** maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the Criteria.*

Each department or school that offers instructional services through contracted services has procedures in place to evaluate and maintain the quality of the services.

Contractual agreements providing for study-abroad experiences are under the jurisdiction of the Assistant Provost for International Programs, who employs the policies and practices outlined in 4.9-01 to ensure the quality and compliance of these programs.

The School of Nursing maintains ongoing dialogue with its contractual partners. At the conclusion of each clinical course, faculty review clinical site evaluations completed by the students. This information is shared with agency personnel and is used to ensure the quality of the learning experience and the fulfillment of contract provisions (School of Nursing, "Clinical Course Evaluation Form").

In the Watson School of Education, a number of elements ensure the quality of the contracted programs and compliance with the Criteria. In most cases, extension courses are taught by regular, full-time UNCW faculty; course syllabi are modeled on the courses taught on the UNCW campus. The school employs a full-time advisor at its extension site in Onslow County and a program coordinator for the Onslow Extension Programs on the UNCW campus. Professional Development courses (such as student internships) are regularly evaluated by Watson School of Education faculty, as described in section 4.9-02.

College of Arts and Sciences and other internships and clinical placements are administered by designated faculty members or directors, each of whom is responsible for ongoing evaluation of the quality of the educational experience offered at these sites, and for maintaining compliance with the Criteria. Concerns about time-limited practical experiences were stated and addressed by a suggestion in section 4.9-01 above.

*4.9.2-3 If an institution enters into a teach-out agreement with another institution it **must** submit the agreement to the Commission for approval.*

UNCW has not entered into any teach-out agreements and has no plans to do so.



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**Recommendations and Suggestions**

**Recommendation 1:** The Provost must exercise control over all credit-bearing courses and programs, including those delivered through consortial relationships, contractual agreements, and contracts for distance education services, so as to ensure compliance with the Criteria. (4.9-01)

**Suggestion 1:** The Provost should clarify the respective roles of the deans and the Office of International Programs in the process for approval of UNCW's summer study abroad programs. (4.9-01)

**Suggestion 2:** The Provost should ensure that all courses that involve external placements for professional experience and partial supervision and evaluation of students by non-UNCW personnel are as closely controlled and evaluated as internships are. (4.9-01)

**Suggestion 3:** The Registrar should discontinue the practice of transcribing MAT 100. (4.9-01)

**Suggestion 4:** The Chancellor should request that necessary reporting by the Office of the President as to substantive changes in UNC consortial agreements be fulfilled, that the appropriate UNCW school be kept abreast of substantive change status and that appropriate documentation be provided to UNCW. (4.9-03)

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**Appendices****4.9 Committee Members**

Karen Wetherill, Chair

Asst. Dean for External Programs, Watson School  
of Education

Sally Cummings

Nursing

Jim Edmundson

Community College Liason, Enrollment Affairs

Becky Porterfield

Assoc. Dean, Cameron School of Business  
Administration

**Documentation**

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- . "Letter of Agreement" (sample).
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- . "Letter of Agreement."
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- . "Onslow Program Evaluation Instrument."
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- . "NCTEACH: A University of North Carolina Initiative to Strengthen the Profession of Teaching."
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## SECTION V: EDUCATIONAL SUPPORT SERVICES

### 5.1: Library and Other Learning Resources

#### -1-

#### Summary

Careful study of William Madison Randall Library discloses much to compliment concerning its personnel, services, collections, and facilities. Surveys of students, faculty, and staff produce high evaluations of many aspects of the library, and the vast majority of criteria enumerated by SACS are currently satisfied. Moreover, the library has demonstrated innovation and leadership in providing access to its materials and information by remote users. To maintain this standard of excellence, however, certain weaknesses identified in the report must be addressed. These include the potential of insufficient funding for the acquisition of paper and electronic serial subscriptions, a shortage of professional librarians and support staff, and a lack of sufficient space. These needs will become even more acute if predicted growth in student enrollments and program offerings take place.

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#### Introduction

The collections, services, personnel, and facilities of the William Madison Randall Library provide resources crucial to the mission of the university. These four components of the library combine to support the educational, research, and service goals of individual students, faculty and staff as reflected in the library's mission statement:

The mission of the Randall Library is to effectively support the University's teaching, scholarship, artistic achievement and service functions by providing in a timely manner (1) dynamic collections of informational resources in all formats; (2) efficient links to remote informational resources; and (3) appropriate facilities, technologies, services and professional support needed by students, faculty, and staff as they endeavor to fulfill their academic, professional and individual goals. The Library also provides appropriate information resources and services to all citizens and scholars outside the University community. Special efforts are made to collect, preserve and make available information resources relating to the coastal region in which the library is located. The library faculty and staff are committed to implementing innovative and creative methods centered on the needs of its users to inspire and support intellectual curiosity, imagination, rational thinking and thoughtful expression.

In fulfilling this mission, library faculty and staff collect, preserve, and make available information resources related to the surrounding coastal region. The library is also a teaching unit of the university focusing on information literacy and information theory.

The 1990 Self-Study visiting team had three recommendations for the library:

1. *That the library's resources and services be evaluated regularly and systematically by the UNCW community.*

See sections 5.1.1-3 for documentation of these evaluations.

2. *That the library staff write a policy for weeding all library collections.*  
See sections 5.1.3-7 and 5.1.3-S1 for documentation of these policies
3. *UNCW ensure the provision of, and access to, adequate library resources services, and personnel to support the programs offered off campus.*

As indicated throughout this report, and in particular in sections 5.1.2-2, 5.1.3-1, 5.1.4-S1, a wide variety of services have been established to ensure the provision of and access to adequate library resources by off-campus programs.

The following summary of the resources and responsibilities of each of the library's components provides a thorough overview of the library and its resources. A summary of the strengths and weaknesses of each component are listed in Appendix C.

### Collections

More than a million dollars is spent annually to purchase, lease, create, receive as gift, or license access to a wide variety of formats of information (significant budget increases responded to the 1990 Self-Study report recommendation 5.2.2). Randall Library offers materials in at least the following formats: printed (book, government document, pamphlet, journal, magazine, newspaper, musical scores, digital); manuscript (letters, photographs, digital); audio (78rpm, 45 rpm, LP, CD, tape cassette, digital); video (VHS, S-VHS, Laser Disc, DVD, Digital, 16 mm, 8 mm); micro formats (fiche, film); miscellaneous formats (kits, art, maps). The collection development process invites wide participation to balance subject and programmatic offerings, scholarship needs, costs, storage and access, delivery systems, organizational issues, and format availabilities.

### Services

A major service challenge is providing bibliographic access. The online catalogue becomes a core service to help identify both electronic and paper information with guidance on how to find it physically in the library or virtually on the Web. The library subscribes to specialized indices, as well as develops in-house finding aids and guides.

In addition to creating bibliographic systems, the library offers one-on-one service in helping each person interpret their needs, translate those needs into informational choices, and acquire skills in locating and evaluating information resources. The library also provides group-based instruction tied to the curriculum. This service focuses on teaching life-long skills (transferable principles of information seeking), and encouraging users to reach a comfort level with rapidly developing formats and technologies.

The library's walls and other exhibit space serve the larger campus and community through sponsored educational displays. The library also has many complimentary organizational units in the building, such as the Reading and Writing Center, Computer Labs, and the Learning Center. There are two teaching classrooms and two seminar classrooms available for campus-wide reservations, as well as one specialized electronic classroom used for bibliographic instruction.



Many of the library's outreach services are conducted outside the library's facilities. Librarians frequently go to classrooms and offices on campus and to remote sites. Outreach services include electronic table of contents to the desktop, phone or online reference service from anywhere, and extensive database services that are not tied to time and geographic restrictions. Interlibrary loan offers access to library collections around the world.

Like other faculty, those in the library create new scholarship (i.e., peer-reviewed publication and presentation) and new collections (e.g., digital manuscript files). A recommendation (5.2) that such opportunities be supported was made in the *1990 Self-Study Report*.

### Personnel

The library faculty and staff are not only actively involved in the management of the library, but also participate in the guidance of the campus, university, and professional associations as well. This includes service on UNCW committees, faculty senate, task forces, advisory councils, UNC system-level organizations and professional associations.

The library's collections and services require continuing management and development by a large staff and student worker contingent. Technology is a pervasive management tool – some highly integrated into the campus system and others unique to the library. Resource allocation and purchasing of all types is a major sub-component of an information laboratory. The physical support elements of the collection and services such shelving, computers, audio-visual equipment, study furniture, supplies, and the physical plant itself require continued management.

### Facilities

**Physical facilities:** The Randall Library is a two-story facility with assignable space of 96,957 square feet. *The North Carolina State Commission on Higher Education Facilities Inventory and Utilization Manual for the State of North Carolina* has established standards for central library study stack and service space. According to these standards, the library should have 129,109 square feet of assignable space (Randall Library, *Self-Study Unit Report*, Appendix IV).

**Equipment:** The library provides a wide array of equipment for information access. Equipment for users includes personal computers with access to the library catalogue and library-sponsored databases, other computers with open Web access, a wide variety of audio-video equipment, photocopiers, and microform and microfiche equipment. The library upgraded its Kurzweil equipment (which scans text and reads aloud for visual and learning disabled) during 1999-2000, and the Disabilities Services committee is surveying needs for additional adaptive equipment to serve this population.

### Purpose and Scope (5.1.1)

*5.1.1-1 Because adequate library and other learning resources and services are essential to teaching and learning, each institution **must** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.*

The university provides library services from a central facility, the William Madison Randall Library. The two-story, 96,957 square foot building currently houses collections of more than 1,300,000 items and a staff of 43 (16 of whom are professional librarians). The collections include nearly 375,000 monographic volumes, 109,000 bound periodicals, 768,000 microforms and 16,000 audiovisual items (including over 8,000 video recordings). Seating for 950 includes an auditorium seating 90 and an electronic library instruction room equipped with 30 seats, 15 personal computers and a teacher's workstation. The library also houses learning resources not administered by library personnel, including the Writing and Reading Place, the Learning Center, Honors Program, and both undergraduate and graduate computer labs.

The application of technology, which enhances all of the Library's services, has a major impact on programs and courses offered at locations outside of the UNCW campus. While the library is open 111 hours per week during the academic year, electronic resources that include a web-based catalog, a gateway to databases and other information resources are available 24-hours a day anywhere the Internet is available, upon patron authentication, to provide access for all UNCW users whether enrolled locally, in extended education courses or in distance learning courses. Document delivery services are also in place to facilitate access for faculty and staff and to accommodate students enrolled in UNCW extension programs.

According to the University of North Carolina at Wilmington SACS Self-Study Survey Results ([http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_Section\\_V\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_Section_V_Results.htm)), over 90 percent of faculty and 85 percent of graduate students believe, "Access to the Library collections is sufficient to support the educational, research and public service programs of the institution."

*5.1.1-2 Each institution **must** develop a purpose statement for its library and other learning resource services.*

The library's mission statement, presented in the introduction, was revised and approved by the library's primary planning body, the Task Force for Strategic Planning. The administrative team (composed of the University Librarian and the Associate University Librarians for Public Services, Technical Services and Systems), also plans and directs daily and long-range efforts. In addition to organizing the service activities in a departmental structure, the library uses a

cross-departmental committee structure to assess, plan and coordinate service enhancements (Randall Library, *Self-Study Unit Report*, Appendices II & III).

*5.1.1-3 The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.*

There are several mechanisms for assessing the needs of users and evaluating the library's resources and services. Library-related questions appear on the annual University of North Carolina System Surveys of Sophomores and Graduating Seniors, providing a regular assessment of the perception of services. The Sophomore Survey found an increase in overall satisfaction with library services from 88 percent in 1998 to 93 percent in 1999. The Graduating Senior surveys show an overall satisfaction with library services has remained steady at 92 percent for 1999 and 2000. Satisfaction of graduating seniors in 1998 was 93 percent. The use of focus groups is being developed for a Spring 2001 assessment of specific services.

The Office of Institutional Research also conducts faculty and staff surveys of satisfaction with Administrative Services and with the University Librarian. The results of these surveys are reviewed by the library's administrative team for trends and alerts that lead to changes in specific service functions.

The Faculty Senate Library Committee serves as another mechanism for assessing users' needs. Comprised of two students and eight faculty members (including one representative from each of the professional schools), the committee's charge is to aid the director of Library Services in the formulation of general library policy and in the general development of library resources, to advise the director of Library Services in the allocation of library funds, and to serve as liaison between the library, faculty, and students. The University Librarian and the deans of the schools and college are *ex officio* non-voting members.

In 1996, the General Administration of the University of North Carolina commissioned a comprehensive review of library resource, services and information technology led by principal consultant Jay Lucker. This *UNC Library Study* (known as the "Lucker Report") and conversations with Dr. Lucker provided valuable insights for library enhancements. Recommendations of this report are discussed in other sections of this report.

The university has recently specified nationwide peer institutions for benchmarking studies, and Randall Library faculty have used this peer group for several comparative studies. The Library Faculty Development Committee is currently conducting a comparative study of librarian status and benefits among its peers. Following this review, recommendations will be made to the entire library faculty, and if any changes in the current status are determined necessary, these recommendations will be submitted to the Provost.

Specialized studies have been conducted in recent years. As the UNC Coastal Library Consortium considered the cataloging of Internet resources, a



survey was conducted to ascertain the clearest method for indicating that a resource was in online format only.

Services are also evaluated by comparison with Association of College and Research Library Standards for University Libraries and other service-based standards of the association. These standards will be discussed in appropriate sections of this report. Personnel are evaluated by established procedures for staff subject to the State Personnel Act and librarian faculty Exempt from the State Personnel Act. Librarians submit self-evaluations and goals for the coming year as part of their evaluation process. These evaluations and goals reflect on overall services as well as individual accomplishments and plans.

Continuous, albeit informal, assessment is provided through the use of both a physical and electronic suggestion box and the Chancellor's Suggestion Box. Other forms of informal assessment provide feedback as well. One stated goal of the individualized conferences held with faculty to orient them to the Table of Contents/Randall Express Service is to discuss their research and teaching interests and seek feedback on the library's collections and services.

*5.1.1-4 Learning resources and services **must** be adequate to support the needs of users.*

The Association of College and Research Libraries Standards for College Libraries (2000) recommends several input and output measures for evaluating academic libraries. These measures have been compared with the institutions designated as peers to UNCW for the purposes of this self-study. Appendix II of the unit report is a compilation of data from the Integrated Postsecondary Education Data System Academic Libraries Survey for 1998. The collection can be evaluated on several measures described below:

- *Size:* The ratio of traditional library holdings of books, serial back files and government documents to student and faculty FTE is 89:1. This ratio is higher than any of the peer institutions. A comparison of paper and microform serials subscriptions also shows UNCW has the most favorable ratio of subscriptions to its student and faculty population at 0.45:1. Electronic subscriptions are harder to compare because of an apparent discrepancy in the way holdings are reported. Some libraries appear to count databases while others add the number of journals available in full-text in each to report electronic subscriptions. Regardless of the method used, Randall Library compares favorably with over 100 databases and 7,200 full-text periodicals and newspapers. A comparison of audiovisual material shows that both in number of items and ratios to primary user population, UNCW provides far more media than several of its peer institutions.
- *Expenditures:* Library resources are undergoing rapid changes in format (primarily web-based) and aggregation (licensed access for sets instead of individual titles). Funding for these new resources or new formats is insufficient. Not only did the library have to cut almost 900 journal subscriptions in 1997 (more than one out of seven titles), the library then had to limit new subscriptions to new faculty only, with a limit of two



titles not to exceed \$800 (department chairs cost limit was \$1200). Now, because of the current budget crisis, no new subscriptions will be placed in 2001-2002. The library is also currently unable to subscribe to several specialized databases and value-added services such as *Web of Science*, *Dissertation Abstracts*, and *ProQuest Historical Newspapers* (the latter providing searching capability and full-text access to the complete back runs of *The New York Times*, *The Wall Street Journal*, and other leading newspapers in full image).

These funding inadequacies are not revealed by peer comparisons. The ratio of total information resource expenditure to combined student and faculty FTE also shows UNCW compares favorably to its peers. Only Western Kentucky University spends more per FTE (\$156) than UNCW (\$153 in 1998). However, current library-collection funding levels will not be adequate if the institution wants the absolute amount of collection (physical and electronic) to grow along with increased student enrollments and program offerings.

The paper and electronic serial subscriptions are by far the most expensive and most inflationary continuing cost in the library. University research library serial price inflation for U. S. titles from 1995 to 1999 was over 9 percent annually or 43.15 percent over the five-year period (EBSCO Subscription Services 2000, *Serials Prices, 1995-1999 with Price Projections for 2000*). While the serials collection was reduced in 1997 due to these price-growth pressures, the continuing price pressure and reduced commitment by the state to fund this inflationary pattern predicts the need to reduce journal holdings further at a time when enrollments increase and the introduction of new programs require an expansion of these resources. The current state budget crisis raises concerns as to whether this project will continue and at what funding level.

Currently, a significant minority of faculty question the adequacy of the current funding levels. Twenty-three percent of the faculty respondents disagreed that the "breadth and depth of the library collections are sufficient to support the educational, research and public service programs of the institution." About one in seven faculty respondents in graduate departments disagreed that "UNCW provides library resources substantially beyond those required for baccalaureate programs to support graduate programs." Although these percentages are relatively small, they could represent the views of those faculty who require significant library resources in their courses and research activities. Moreover, it is likely that most faculty are unaware of the impending need to reduce the serial subscriptions for the second time in five years.

**Suggestion 1:** The Provost should ensure that Library collection funding levels remain adequate to meet the needs of the University's students and faculty for new and ongoing collection resources, and to accommodate the anticipated growth in student enrollments, faculty positions and program offerings, especially at the graduate level. (5.1.1-4 and 5.1.3-1)

- *Quality & Relevance:* The faculty assists in ensuring that collections are relevant to the curriculum and their research needs by actively selecting materials from a budget allocation assigned to each academic department and interdisciplinary program. The annual Project Fund allows the library to target specific narrower subject areas determined to be in need of development. In most cases, these projects are conducted in collaboration with one or more faculty members. Details of focused development projects, broken down by requesting academic department, are found in the Technical Services unit's annual report for 1999-2000. While the library's serials holdings are not able to grow significantly due to inflationary costs of maintaining current holdings, it has made an effort to support new needs in the curriculum by allowing new faculty members to select up to two new journals, not to exceed \$800 in total cost; the cost ceiling for new department chairs is \$1200.
- *Accessibility:* Most materials are housed in open stacks and are self-service. One of the library's goals is to increase the amount and breadth of original material that is collected and digitized so that it can be shared with the broader scholarly community. The library has a collection policy for original material focusing on the southeastern North Carolina counties of Bladen, Brunswick, Columbus, Duplin, New Hanover, Onslow, Pender and Sampson. While progress has been made in starting and testing the digitization process, the library does not have adequate support (equipment, staff, training) to achieve significant results.

**Suggestion 2:** The Chancellor should develop policies for the allocation of funds to support further digitizing of Library collections. Such policies should be conceived within the framework of campus-wide imaging needs. (5.1.1-4 and 5.1.3-1)

- *Availability:* The Innopac system displays availability for each item cataloged. A "holds" module is in place to permit users to request recalls on items checked out, which are then held for them at the Circulation Desk upon return. Missing items can also be placed in holds status to monitor search and replacement of appropriate items. The Inventory Module permits the library to periodically review sections of the collection to detect missing and misshelved items.
- *Delivery:* While most items are housed on open shelves for self-service, extended education students can have materials mailed to their home addresses. Course reserve items are available through electronic reserve or through placement of materials on reserve at regional community college libraries. A shuttle service between the campus and the Center for Marine Science provides delivery and return of items needed by faculty at that location.

- *Actual use:* The library builds collections based on assessment of actual use as well. Several examples illustrate this effort. In 1997-1998, the library added second copies of books with a large circulation. Selection of materials based on interlibrary loan requests also seeks to fill needs of users. Other collection-development projects have also focused on high-usage materials, such as the 1999-2000 project on high-circulation criminal justice topics (for detailed information on project-fund expenditures, see the *Technical Service Annual Report 1999-2000*, Appendix 15).

*5.1.1-5 These considerations **must** be taken into account in evaluating the effectiveness of library and learning resource support.*

The faculty ensure that collections are relevant to the curriculum and their research needs by actively selecting materials from a budget allocation assigned to each academic department and interdisciplinary program, and by providing feedback about the quality of those resources. The "management reports" capabilities of the integrated library system permit collection of data on circulation of individual titles and call-number clusters. Data on searches conducted include a weekly report of most frequently searched subjects and keywords. These data are used to make decisions on the selection of new materials. The data on circulation is also used by the Circulation Department for stack maintenance.

After several years of using sample weeks to collect reference transaction statistics, the Reference Department has begun to collect statistics for each shift of service to provide better information for planning the amount of staff needed at the desk. In addition, since the library is moving to a relationship model of service in which librarians establish more individualized service with users, the library has developed a mechanism to collect statistics on reference service provided by librarians while away from the reference desk.

*5.1.1-6 Priorities for acquiring materials and establishing services **must** be determined with the needs of the users in mind.*

Priority in acquisition is given to materials selected by academic departments. A portion of the library's materials budget is allocated to each department and to each interdisciplinary program. Each academic department and interdisciplinary program designates a faculty member to serve as its library representative. This individual submits orders requested by faculty and students in his or her discipline to ensure balance of coverage for the discipline. In addition, librarians are assigned liaison duties for one or two academic departments. Although librarians may select materials in any discipline, they pay special attention to reviews of literature in their assigned areas, assist faculty in selecting materials on topics which need improved or updated coverage, and alert faculty in their assigned departments to new information resources available to improve their teaching and research. The library also purchases materials for



recreational purposes, but funding and processing priorities both give preference to materials that support the curriculum and research interests of faculty.

Using technology provided by its online system, the library has improved its ability to monitor collection use in order to enhance services and collections. Recognizing users' need to access as much information as possible from office or home, the library has made all online databases accessible through its proxy server. Tracking the most heavily used online databases resulted in redesigning the title list of databases to place links to the major full-text resources across the top of the page. Data from the Innopac Web Management Reports that show circulation by call-number clusters, shelf-reading and inventory are used to identify and target those areas of the collection that receive the heaviest use.

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### Services (5.1.2)

*5.1.2-1 Each institution **must** ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.*

The library's mission statement commits the library to collecting or providing access to information in all formats. Through use of electronic access, document delivery of physical materials, and cooperative agreements with other libraries, Randall Library is able to provide access both locally and remotely. Formats include print, electronic (indexes and full-text in web-based and CD-ROM formats), microform, videocassette, DVD, compact disc, musical score, manuscript, cartographic, realia (three-d object), and kit. Some obsolete formats can still be found in the collection, including 16mm and 8mm film and phonograph disc.

Through the use of the Innovative Interfaces Web Management Module, which functions as a proxy server, UNCW became one of the first universities in the state to provide access to all but a few of its electronic databases for all of its students wherever they access the Web. The web-based databases not accessible are limited because of their licensing agreements. The library also owns several CD-ROM-based electronic resources, which must be used in the library. Reference queries can be submitted electronically, and the results of a search can be sent to remotely located students.

In 1998, the library instituted a policy to mail library materials directly to students enrolled in UNCW extension courses (for example, Onslow Program courses). Although the service has been little used (actual statistics have only been collected beginning with Fall 2000,) the delivery service is being promoted to both faculty and students participating in these courses. Students who request materials will also receive a postage-prepaid label so they can return materials at no charge to them.

The library has a memorandum of understanding with the Learning Resources Center at Coastal Carolina Community College in Jacksonville, NC. This is the library nearest to the largest of the extension education programs



offered by the university. The library has also worked with other southeastern North Carolina community colleges that are near students enrolled in web-based distance learning courses, specifically to place a few items on “reserve reading.” Access to other University of North Carolina System libraries is provided by the UNC Cooperative Library Lending Agreement. This agreement has been enhanced during the Fall 2000 semester by a new procedure that allows libraries to retrieve patron records from other UNC-System libraries’ patron databases. This enhancement makes it easier for UNCW students to check materials out of other university libraries they may visit.

*5.1.2-2 Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.*

*5.1.2-S1 Emphasis should be placed on a variety of contemporary technologies used for accessing learning resources*

The library offers the following contemporary technologies for users to learn about the library’s collections and services:

- *Using Randall Library* is the basic guide for collections, services and facilities, and is available both online and in print format; 96.9 percent of faculty and 85.9 percent of graduate students found that “the library guides and user aids provide useful information and training to ensure that all students and faculty understand how to access a broad range of learning resources” (*UNCW SACS Self-Study Survey Results, 2000*, <[http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).
- The Web-based Virtual Tour introduces users to the library facility and describes services or collections in each location in the building.
- At the beginning of each Fall and Spring semester, scheduled tours of the building are given.
- Bibliographic instruction is provided on a nearly comprehensive basis for the Freshman Seminar (UNI 101) and the College Writing & Reading II course (ENG 201, formerly ENG 102). According to the Self-Study survey results, 93.1 percent of faculty and 83.3 percent of graduate students found that “course related instruction provides useful information and training to ensure that all students and faculty understand how to access a broad range of learning resources” (*UNCW SACS Self-Study Survey Results, 2000*, <[http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).
- The library offers orientation and instruction to non-course related groups and for courses at other institutions, including community colleges and high schools.
- For several years, the library offered scheduled workshops on using the online catalogue, using periodical databases and using the Web. Attendance was low, so these have been replaced with scheduled “drop-in clinics,” where a student can receive in-depth individualized orientation to library resources.

*5.1.2-3 Libraries and learning resource centers **must** provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.*

As discussed above, the library provides a wide array of electronic tools for accessing information, but while the emphasis is primarily electronic, the library introduces its users to the full range of information acquisition aids as appropriate. Print indexes, manuscript finding aids, bibliographies, and other access tools are part of the collection and included in the individualized guidance and group instruction provided by the library.

*5.1.2-4 Librarians **must** work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.*

In their work at the Reference Desk, Reserve/Media Desk, Curriculum Materials Center and other service points, librarians often contact faculty to help them better assist students. In-depth cooperation is available through Instructional Services. Librarians develop instructional presentations and aids that address the needs of specific courses. They also write "Fast Fact" guides that assist patrons in finding information on various topics. These guides encompass reference materials, databases, and websites especially suited to the particular topic, and give suggestions for search terms. Librarians also write guides for the databases to which the library subscribes. According to the *UNCW SACS Self Study Survey Results, 2000*, 94 percent of faculty and 84 percent of graduate students believe that "library staff meets students' needs effectively and efficiently" (<[http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).

*5.1.2-S2 Libraries and learning resource centers **should** provide point-of-use instruction, personal assistance in conducting library research, and traditional reference services.*

The library has a system of vinyl letters that provide direction clearly from the center aisle of the library's two floors. Floor plans are distributed from all library service points and a Virtual Tour is provided on the web site. 96.9 percent of faculty and 85.9 percent of graduate students found that "library signs and user aids provides useful information and training to ensure that all students and faculty understand how to access a broad range of learning resources" (*UNCW SACS Self-Study Survey Results, 2000*, <[http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).

The library provides personal assistance through several services. First, the reference desk is staffed 85 hours a week, usually by two librarians. Users can request service from a librarian in person, by telephone or online through the library's web site. The latter service uses e-mail to the reference desk PC through its "Ask a librarian" link. Typically, e-mail reference questions are answered within a few hours of receipt. Additionally, a TDD line is available for receiving and answering calls from patrons with disabilities. According to survey results,

98.9 percent of faculty and 94.4 percent of graduate students found that “reference desk assistance provided useful information and training to ensure that all students and faculty understand how to access a broad range of learning resources” (*UNCW SACS Self Study Survey Results, 2000* <[<http://www.uncwil.edu/Self\\_study/SURVEYS2000/>](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).

The library once offered workshops on catalogue use and searching for periodicals, but turnout for the sessions was very low. In response to interviews with students, these sessions were cancelled and a “drop-in clinic” put in place. The “drop-in clinic” provides in-depth reference assistance targeted to cover the specific and current informational need of the student.

One of the library’s long-standing services has been appointment-based reference service. However, data on its use has not been compiled, though students have not used the service extensively. In an effort to increase use of this service, in the Fall 2000 the library established an appointment-based service, The Student Thesis Assistance at Randall, targeted to graduate students conducting thesis research.

*5.1.2-S3 This **should** be consistent with the goal of helping students develop information literacy – the ability to locate, evaluate, and use information to become independent life-long learners.*

The reference services policy states, “The reference staff attempts to educate users concerning library research techniques, therefore encouraging independent use of this and other libraries” (<[<http://152.20.25.1/reference\\_services.html>](http://152.20.25.1/reference_services.html)>). The librarians aim not just to help the user find an answer to their information need, but to understand the logic of the search. They accomplish this by explaining to the patron how to build searches and how to use the catalogue and databases. The guides produced through the Instructional Services Department reinforce this goal by providing pathfinders, bibliographies and other instructional aids.

*5.1.2-5 Adequate hours **must** be maintained to ensure accessibility to users.*

Beginning with the 1999-2000 academic year, the library is open the following hours during the fall and spring semesters:

Monday – Thursday	7:30 am - 2:00 am
Friday	7:30 am - 9:00 pm
Saturday	10:00 am - 9:00 pm
Sunday	1:00 pm - 2:00 am

This represents an increase of thirteen hours per week from 1998-1999. The library provides a growing collection of databases available electronically 24-hours a day. The electronic reserve readings collection is likewise available all the time, worldwide, to authorized users. The 24-hour computer lab housed in the library (but administered by the Information Technology Services Division) ensures that all students have 24-hour access to electronic resources, whether or not they own their own computer.



During holidays, hours are reduced slightly. Typically, during fall semester, the library is closed only two days: the Sunday of Labor Day weekend and Thanksgiving Day. During the spring semester, the library is closed one day: the Sunday at the beginning of Spring Break.

During final exam periods, the library is open 24-hours a day. A count of users in the building from 5:00 a.m. to 7:00 a.m. during final examinations showed usage varying from zero users to 39. The average number of users during the exam period 5:00-7:00 a.m. block was 16.

Regular hours for summer session are:

Monday – Thursday	7:45 am - 12:00 midnight
Friday	7:45 am - 6:00 pm
Saturday	10:00 am - 5:00 pm
Sunday	1:00 pm - 12:00 midnight

During intersession periods, the library is open 8:00 a.m. to 5:00 p.m., Monday through Friday. Survey results show that 88.4 percent of faculty and 86.8 percent of graduate students found that “the library is open sufficient hours each week to ensure user accessibility” (*UNCW SACS Self Study Survey Results, 2000*, <[http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)>).

*5.1.2-S4 Professional assistance **should** be available at convenient locations during library hours.*

Randall Library provides personal assistance through several services. First, the reference desk is staffed 85 hours a week, usually by two librarians. Users can request service from any librarian in person, by telephone or online through the library’s web site. Librarians also regularly provide service outside the facility, including office visits for faculty collaboration, classroom instruction, public presentations, committee meetings, and other venues.

*5.1.2-6 Library collections **must** be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.*

The library catalogues books and audiovisual materials according to Anglo-American Cataloging Rules in MARC (Machine Readable Cataloging) and is a full member of the OCLC bibliographic utility. Most collections are classified by the Library of Congress System. U.S. Government Documents, which have been fully cataloged since 1990, are classified according to the Superintendent of Documents System. North Carolina State Documents use the Classification Scheme for North Carolina State Publications. Juvenile non-fiction is classified according to the Dewey Decimal System, Easy (picture) books alphabetically by author, and Juvenile Biography alphabetically by biographer. The Curriculum Materials Center uses the Textbook Classification Scheme.

Because Randall Library’s Innopac database is shared with Fayetteville State University and the University of North Carolina at Pembroke, database



maintenance guidelines are in effect that set national standards for cataloging records in the University of North Carolina Coastal Library Consortium database.

*5.1.2-7 Students and faculty **must** be provided convenient, effective access to library resources needed in their programs.*

Most physical library materials are shelved in open stacks. In 1998, unbound issues of periodicals were moved from closed stack area to open stacks. Users have commented that they appreciate the greater freedom to browse that open stacks provide. This change also allowed the Circulation department to move media and reserves functions closer to the main circulation desk, increasing efficiency in use of staff.

Collections that are stored in closed stack areas include the reserve collection, media collections, rare book, manuscript and archives collections, and the diagnostic test collection. Access to reserve and media collections is provided all the hours the library is open. Electronic reserve is available in-house and remotely 24-hours a day. The Special Collections and Curriculum Materials Center materials are available during the posted hours for those departments.

*5.1.2-8 Convenient, effective access to electronic bibliographic databases, whether on-site or remote, **must** be provided when necessary to support the academic programs.*

Randall Library provides access to over 100 electronic bibliographic and/or full-text databases, listed in Appendix III. The library's goal is to provide access for all databases on-site and remotely, and as mentioned in 5.1.2-1 above, only those whose licensing agreements restrict such access are not available.

*5.1.2-9 Libraries and other learning resource centers **must** have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.*

Physical facilities:

Randall Library is a two-story facility with assignable space of 96,957 square feet. The North Carolina State Commission on Higher Education Facilities Inventory and Utilization Manual for the State of North Carolina has established standards for central library study stack and service space. According to these standards, the library should have 129,109 square feet of assignable space. During the last two years, some seating space that was underutilized has been eliminated to make room for collection storage (for details of this analysis, see Appendix IV of the Randall Library unit report, page 74). The library's building also houses

- the Writing and Reading Place,
- the Learning Center,

- the Honors Scholars Program,
- the Watson School of Education Professional Development System,
- a distance-learning classroom,
- Informational Technology Systems Division undergraduate and graduate computer labs, and
- 34 faculty and teaching-assistant offices.

When space is vacated upon the completion of other building projects, it is critical that the library be assigned first priority to utilize that space.

**Recommendation 1:** The Provost must make it a priority to allocate additional physical space to the library, including library space now occupied by non-library units, so that the library's services and collection (physical and electronic) can meet state standards and accommodate increased student enrollments and program offerings. (5.1.2-9)

#### Equipment:

The library provides a wide array of equipment for information access.

Equipment for users includes

- 21 personal computers with access to the library catalogue and library-sponsored databases,
- 10 personal computers with open Web access,
- 16 personal computers with open Web access for group instruction sessions (1 with projection equipment),
- 7 personal computers with CD-ROM drives,
- 3 personal computers with access to the reserves module,
- 1 personal computer and scanner for access to Kurzweil software,
- 3 personal computers for educational software analysis (CD-ROM),
- 2 dumb terminals for telnet access to the library catalogue,
- 1 video projector with VCR,
- 5 TV/VCR units,
- 1 TV/VCR/DVD unit,
- 3 LP turntables,
- 2 compact disc players,
- 7 audiotape decks,
- 8 portable compact disc players,
- 2 slide projectors,
- 3 overhead projectors,
- 16mm film projector,
- 4 8mm film projectors,
- 7 microform reader/printers,
- 6 microfiche readers,
- 9 photocopiers.

Randall Library upgraded its Kurzweil equipment during 1999-2000; the Disabilities Services committee is surveying needs for additional adaptive equipment to serve this population.

### Interlibrary Loan:

The Interlibrary Loan And Document Delivery Department provides online request forms and general information service. Access to the department is provided through a link on the library's homepage. The Innovative Interfaces Inc. Interlibrary Loan module and the OCLC Interlibrary Loan Module are used to process requests. Ariel Software is used for rapid electronic transmission and receipt of scanned articles and other documents; photocopies are forwarded directly to the requestor. Loaned material is checked out from the Circulation Desk to make materials available all hours the library is open. During 1999-2000, the library acquired 7,994 items for its students, faculty and staff, and lent or provided photocopies of 8,386 items.

### Circulation System:

The Innopac Millennium Software Circulation Module is used to check out all materials. The system interfaces with the online catalogue to allow users to see what is available, place holds on material checked out, review their own circulation record, and renew borrowed materials. The system interfaces with the Innopac Millennium Web Management Reports module to provide circulation statistics. During 1999-2000, 237,295 circulation transactions were handled and 42,177 items were renewed. Ninety-one percent of faculty respondents agree that circulation services are satisfactory (*UNCW SACS Self Study Survey Results, 2000*, <[http://www.uncwil.edu/Self\\_study/SURVEYS2000](http://www.uncwil.edu/Self_study/SURVEYS2000)>).

*5.1.2-S5 Libraries **should** provide electronic access to materials available within their own system and electronic bibliographic access to materials available elsewhere.*

Randall Library's website serves as the central point for access to materials available electronically. The catalogue is prominently displayed in the center of the page. Databases are listed both alphabetically and within subject-based lists to aid users in identifying the appropriate databases. In addition to the alphabetical list, those databases most heavily used are listed across the top of the page.

The library also offers subject-based resource lists, which include databases appropriate to the discipline, selected internet sites that support research and learning in the field, relevant electronic journals and other links, including research guides prepared by the library's Instructional Services team, and the academic department homepage.

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### **Library Collections (5.1.3)**

*5.1.3-1 Institutions **must** provide access to essential references and specialized program resources for each instructional location.*

When the university is planning a new degree program or seeking accreditation or re-accreditation, the library is asked to provide information



concerning collections to support the programs. Recent programs for which library resources were reviewed for accreditation purposes include Nursing and Social Work. New degree program reports were submitted for the Master's in Public Administration (Section V, August 2000) and the Ph.D. in Marine Biology (November 1999). A librarian also represents the library on the University Curriculum Committee and the Graduate Council to monitor developments in the curriculum and plan appropriate collection development and service enhancements.

The greatest challenge the library faces in providing access to essential references to support instruction lies with the inflationary costs of serials and database subscriptions. In 1997, the library was required to reduce serials expenditures by approximately 12 percent to stay within its budget. The serials review project resulted in the cancellation of over 800 subscriptions. The NC LIVE digital library project, implemented in April 1998, significantly improved the Library's holdings of electronic bibliographic and full-text information. That project also freed funds for the library to move from single user CD-ROM available in the library building to web-access for specialized databases.

Additional funding to maintain current subscriptions is sought with each budgetary cycle. Recognizing that new faculty may need journals to support research and course development not heretofore pursued by their academic department, new faculty are allowed to select up to two new journals, not to exceed a total cost of \$800. The library also implemented an account with UnCover Reveal service to provide table of contents information about journals selected from the 18,000-title UnCover database. The UnCover Reveal service is available to full-time faculty and graduate students to enhance their awareness of relevant information resources. The Interlibrary Loan & Document Delivery Department provides copies of articles requested as a result of using this service. In addition to conventional Interlibrary Loan, the department provided delivery of 1,688 articles to users in 1999-2000.

Randall Library's collaboration with the Coastal Carolina Community College Learning Resource Center (CCCC LRC) and other area community colleges insures access to essential references at all locations where instruction is offered. The CCCC LRC has a core collection housed in their facility and other community college libraries have placed additional items on reserve for courses. The broad access to information provided by NC LIVE and the other databases UNCW offers is available to students wherever they can access the Internet through the library's proxy service.

*5.1.3-2 Access to the library collection **must** be sufficient to support the educational, research and public service programs of the institution.*

The library is open 111 ½ hours per week during the fall and spring semesters in order to ensure access to all UNCW and community users. The Curriculum Materials Center is open 64 hours per week. Special Collections is open 25 hours per week or by appointment. All stacks are open except Reserves, Media, Archives, Special Collections, and selected Curriculum Materials Center



items. Liberal checkout periods are in place to provide access for optimum use. Providing remote access to as many of its information resources as possible is a standard for the library. The building is open to the public, and the library sells a borrower's card to North Carolina residents and military personnel to permit checkout of general collection library materials. Several other patron categories are also in place to promote use of the collections, such as Alumni, Friends of UNCW, Visiting Scholars and Randall Library Fellows. Each of these categories and their borrowing privileges is described in the library's circulation policies.

*5.1.3-3 The collections of print and non-print materials **must** be well organized.*

Most Randall Library collections of print and non-print materials are organized by the Library of Congress Classification Scheme. Periodicals are shelved alphabetically by title so that students and faculty can browse the shelves as well as have easy access. United States government documents are arranged by the U.S. Superintendent of Documents Classification. The North Carolina Classification Scheme is used for North Carolina State Publications. Juvenile non-fiction is classified according to the Dewey Decimal System, Easy (picture) books alphabetically by author and Juvenile Biography alphabetically by biographee. This classification models the public school library collection of print materials. The Curriculum Materials Center uses the Textbook Classification Scheme. The archives collection reflects the organizational hierarchy of the university. Manuscript collections are shelved by accession number, with finding aids available for each processed collection to identify the arrangement of each unique collection. Some older media collections, such as phonograph disks, are arranged by accession number as well.

*5.1.3-4 Institutions offering graduate work **must** provide library resources substantially beyond those required for baccalaureate programs.*

Each new degree program request must include a review of library resources. The most recent of these has been the Master's of Public Administration and the Ph. D. in Marine Biology (copies of these two reports are part of the Library's SACS Document File). Journal holdings in those areas were found to be substantially beyond those needed for undergraduate programs. Because the University Librarian is a member of the Graduate Council, the library is fully informed about new graduate programs being developed. Graduate students are eligible for UnCover Reveal service to assist them in current awareness of journal articles relevant to their field of study.

*5.1.3-5 Librarians, teaching faculty and researchers **must** share in the development of collections, and*

*5.1.3-6 the institution **must** establish policies defining their involvement.*

The librarians select materials for the collection in all subject areas. Additionally, each librarian is assigned to act as a liaison to an average of two

departments. Teaching faculty are encouraged to submit orders for books and media to their academic department library representative, who approves and forwards orders to the library. A portion of the library materials budget is allocated to each department and interdisciplinary program for this purpose. The Associate University Librarian for Technical Services notifies the library representatives of the balance in the account at the end of each month. Faculty and other researchers can also make suggestions for acquisitions through the in-house or online suggestion boxes. As described in 5.1.1-4 above, a separate account is maintained for special collection development projects for higher-cost collection sets and focused acquisition efforts.

The Collection Development Policy describes the involvement of librarians, faculty, and researchers ([http://152.20.25.1/collection\\_development\\_policy.html](http://152.20.25.1/collection_development_policy.html)). The library maintains a web page to inform users who the library representatives and librarian liaisons are for each academic department. By June 30, 2001, the library will revise the Collection Development Policy to provide clearer descriptions of the roles of faculty in the process. According to survey results, 89 percent of faculty and 63.2 percent of graduate students found that "the library acquires new materials based on assessment of user needs" (*UNCW SACS Self Study Survey Results, 2000*, [http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)).

- 5.1.3-7 *Each library or learning resource center **must** have a policy governing resource material selection and elimination and*
- 5.1.3-S1 ***should** have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.*

As stated above, the library's Collection Development Policy governs material selection, preservation, and elimination. One policy document governs most of the collections, with a second in place for U.S. Depository Documents. Selected members of the Circulation Department staff are trained to scan the collections for materials needing repair or replacement as they shelve and maintain the order of the stacks. Items that are too damaged to be repaired by the Circulation staff are referred to the Technical Services staff for rebinding or replacement.

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#### Information Technology (5.1.4)

- 5.1.4-S1 *Institutions **should** supplement their traditional library with access to electronic information.*

Randall Library provides extensive electronic sources. It subscribes to over 100 databases of bibliographic, full-text or image data, and regularly subscribes to new ones as appropriate. Subject-based web pages list databases along with additional selected Internet resources, electronic journals, instructional guides or other relevant links. Within the online catalogue, links to web pages are added and maintained in approximately 6,600 records. The library also provides

access to Dialog Information Services databases through the mediated search service. Access to *Chemical Abstracts* is provided through the librarian-mediated search service, and faculty in the Chemistry Department may obtain a password for end-user searching from the library representative in the department.

*5.1.4-S2 Where appropriate, institutions **should** use technology to expand access to information for users at remote sites, such as extension centers, branch campuses, laboratories, clinical sites or students' homes.*

The library's electronic databases can be accessed by students and faculty, either on or off campus, and from the library's web-site home page. Access is available from remote sites, including extension and distance-learning centers. By using the proxy service provided by the Innopac Web Management Module, all but a few web-based databases are accessible from off-campus. Only those databases with licensing restrictions forbidding such access are unavailable remotely.

*5.1.4-1 The institution **must** provide evidence that it is incorporating technological advances into its library and other learning resource operations.*

The library is part of formal and informal networks that share information on technological advances. These include other libraries, faculty, and NC LIVE. NC LIVE is a state-funded database cooperative that includes state, local, community college, UNC system, and private libraries. The library works with the UNCW Office of Information Technology Systems (OITS) on wireless technology, infrastructure, and web technology. OITS provides technological support and members of the library staff sit on relevant OITS committees. Recent examples of the library's efforts to incorporate technological advances are described in the library's SACS self-study report (30-31).

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### Cooperative Agreements (5.1.5)

*5.1.5-S1 Cooperative agreements with other libraries and agencies **should** be considered to enhance the resources and services available to an institution's students and faculty members.*

Randall Library is part of the Coastal Carolina Library Consortium, originally devised to share an online system. Other cooperative efforts to efficiently use technology and share resources have resulted from the alliance. Cost sharing for database subscriptions and streamlined interlibrary loan transactions are two examples of collaboration beyond the sharing of computing and cataloging resources.

A broader alliance exists among the libraries in the University of North Carolina System, coordinated by the University Library Advisory Council. This cooperative effort allows students, faculty and staff from any of the sixteen UNC-



System institutions to use library resources at the other institutions. This group has also negotiated for cooperative purchases of database subscriptions. The NC LIVE consortium brings together libraries from three constituencies: university, community college and public libraries. Consortia licensing agreements negotiated by this alliance have brought the libraries statewide access to complete articles from over 5,500 newspapers, journals and magazines; two encyclopedias; and indexing for over 10,000 periodical titles. Furthermore, the library's Interlibrary Loan and Document Delivery Department has negotiated forty reciprocal agreements for interlibrary loan.

The Division of Public Services and Extended Education and the Library have a cooperative agreement with the Learning Resources Center at Coastal Carolina Community College in Jacksonville, North Carolina, to assist in providing library services to students enrolled in the Onslow County Extension Program. Computers and a selection of UNCW library materials are housed at the Learning Resource Center; UNCW students are permitted to use the entire collection at that library.

*5.1.5-1 However, these agreements **must** not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.*

Agreements have been used to enhance, rather than avoid, providing services. The cooperative purchase agreements have allowed the library to provide a wider range of databases and to provide them remotely. The cooperation with the Coastal Carolina Community College Learning Resource Center led to the rapid implementation of the full-text ERIC documents. Librarians at that institution noted that the greatest barrier for the majority of education majors enrolled in the program was accessing ERIC documents after searching the ERIC bibliographic database. This awareness made the subscription to full-text access for these documents a high priority for Randall Library. Interlibrary loan agreements help reduce costs, but Randall Library lends more items than it borrows.

*5.1.5-2 Cooperative agreements **must** be formalized and regularly evaluated.*

The following documents govern the cooperative agreements in which Randall Library participates:

- University of North Carolina Coastal Carolina Library Consortium (UNCCLC), August 1994. Last updated November 11, 2001. The UNCCLC Advisory Committee, composed of representatives from the three institution libraries (UNCW, Fayetteville State University and the University of North Carolina at Pembroke) meets at least three times annually and continually reviews the elements of cooperation. Any recommendations for changes are referred to the university librarians.
- UNC Coastal Library Consortium Database Maintenance Guidelines, August 25, 1994. Last updated November 20, 1996. Associate University



Librarian for Computing Systems at UNCW regularly reviews these guidelines and brings suggested changes to the UNCCLC Advisory Committee.

- University of North Carolina Cooperative Library Lending Agreement, June 10, 1988. Revised May 11, 2001. The UNC System University Librarians Advisory Council (ULAC) meets at least four times annually. This agreement is automatically reviewed by appropriate committees of this body.
- NC LIVE Interim Memorandum of Understanding, April 14, 1998. ULAC has representatives throughout the NCLIVE committee structure. Governing documentation is available at <http://www.nclive.org/inside.shtml>.
- Memorandum of Understanding Between the Coastal Carolina Community College Learning Resources Center and The University of North Carolina at Wilmington Onslow County Extension Program and William Madison Randall Library, February 4, 1999. The procedure for review of the agreement is within the document.
- Various Interlibrary Loan reciprocal agreements on file in the Interlibrary Loan office. The Assistant University Librarian directing Interlibrary Loan and Document Delivery reviews these agreements annually.

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#### Staff (5.1.6)

*5.1.6-1 Libraries and other learning resources **must** be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.*

All UNCW librarians hold master's degrees in library science or library and information science from institutions accredited by the American Library Association. Several also hold additional master's degrees in other disciplines. The librarians and their degrees are listed in Appendix V of the unit report. Over 96 percent of UNCW faculty and graduate students agree that "UNCW employs a competent Library staff" (*UNCW SACS Self Study Survey Results, 2000*, [http://www.uncwil.edu/Self\\_study/SURVEYS2000/](http://www.uncwil.edu/Self_study/SURVEYS2000/)).

In 1998, the ratio of combined student and faculty FTE to librarians at UNCW was 621:1. A comparison of peer institutions shows a range of ratios from 319:1 at Western Kentucky University to 791:1 at James Madison University. Of the five institutions used in this comparison, three had lower ratios of student/faculty FTE to librarians and two were higher (Randall Library, *Self-Study Unit Report*, App. II: 57).

The 1996 *UNC Library Study* (led by MIT Librarian Emeritus Jay Lucker, an internationally respected library consultant) noted the shortage of staff compared to 1995 Association of College and Research Library (ACRL) standards, giving UNCW a "D" rating (20-21). Since that time the professional staff has grown from 13 to 17 positions, an increase of 30.6 percent. However,

the recommended number of librarians at the time of the report (1996) was 22. Moreover, the population served has grown from 7,754 FTE students in fall 1995 to 9,003 in fall 1999, an increase of 16 percent, indicating the need for an additional three positions. As the table below shows, the median ratio of users to librarians for the Comprehensive Level 1 Universities in the UNC system is 380, while UNCW's is 554, the highest in the group.

**Table 86: Ratios of Library Patrons to Library Staff**

UNC-System Comprehensive Level I Institutions	Librarians	FTE Student	Full- Time Faculty	Ratio of Combined Users to User FTE Librarians
UNC at Wilmington	17	9008	415	9423 : 554
UNC at Charlotte	31	14125	632	14757 : 476
Appalachian State University	26	11639	531	12170 : 468
Western Carolina University	16	5829	285	6114 : 382
NC A & T State University	19	6856	363	7219 : 380
Fayetteville State University	11	3770	193	3963 : 360
UNC at Pembroke	9	2569	144	2713 : 301
North Carolina Central University	19	4758	283	5041 : 265

*American Library Directory, 1999-2000* ( New York: Bowker, 1999); *Statistical Abstract of Higher Education in North Carolina, 1999-2000* (Chapel Hill: University of North Carolina at Wilmington, 2000), Tables 5 (15) and Table 52 (97).

These statistics indicate that the library is currently understaffed.

**Recommendation 2:** The Provost must make it a priority to provide the resources to hire more professional librarians to meet faculty and student demand for library services and to address the shortages cited in the 1996 UNC Library Study, with a target of attaining the median support levels for Comprehensive Level 1 institutions within the UNC System (5.1.6-1)

The rapidly changing, technology-dependent field of library services makes support for continuous staff development crucial to improving services. Currently, funding for attendance at national conferences is severely limited. Typically, one or two librarians attend a few specialized conferences, such as Innovative Users' Group or Computers in Libraries. More librarians and staff are able to attend meetings or workshops offered within the state. Additional funding is needed to provide career development to all the librarians and appropriate training for staff.

**Suggestion 3:** The Provost should increase library resources to meet the professional development needs of the library faculty and staff. (5.1.6-1)

*5.1.6-2 In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis.*

The library's hiring practice for professional library faculty does not permit hiring individuals without an ALA-accredited M.L.S. or M.L.I.S. degree.

*5.1.6-3 The number of library support staff members **must** be adequate.*

The 1996 *UNC Library Study* also noted a shortage of support staff. The shortfall does not appear to be acute from the formula that was the standard in 1995, because it was based upon a ratio of support staff to professional staff. Dr. Luckner made the following special note of the deficit in support staff in his report:

What is most important to note, however, is that the relative understaffing in terms of support staff would be greater at several institutions if their professional complement met the Formula B standards. The deficit in support staff would be particularly marked at ... UNC-Wilmington. (*UNC Library Study*: 22)

Appendix II of the unit report provides a ratio of support staff to professionals, and a ratio of combined professional and paraprofessional staff to student/faculty FTE. UNCW has the second highest ratio of support staff to professionals at 1.6:1, behind that of James Madison University at 1.75:1. That ratio, along with the ratio of total staff to student/faculty FTE, shows that James Madison University has used additional support staff to lower its customer/staff ratio. UNCW has a customer/staff ratio of 190:1, while James Madison University's is 188:1, in spite of their much higher customer/librarian ratio of 791:1. The other peers vary on this measure from 100:1 at Western Kentucky University to 222:1 at the University of North Florida.

**Recommendation 3:** The Provost must make it a priority to provide the resources to hire more support staff to meet faculty and student demand for library services and to address the shortages cited in the 1996 *UNC Library Study*. (5.1.6-3)

*5.1.6-S1 Qualifications or skills needed for these support positions **should** be defined by the institution.*

Each support staff position is described on State of North Carolina Office of State Personnel Position Description Form (Pd-102r-92), which is revised as needed. Each support staff person also has an annual work plan that guides the semi-annual evaluations of each paraprofessional ("University of North Carolina at Wilmington Employee Performance Management Program Work Plan," Form HR6.30W).

*5.1.6-S2 Organizational relationships, both external and internal to the library, **should** be clearly specified.*

Randall Library is part of the Division of Academic Affairs, and reports to the Provost. The library's organizational chart describes the relationship of positions within the library.

*5.1.6-4 Institutional policies concerning faculty status, salary and contractual security for library personnel **must** be clearly defined and made known to all personnel at the time of employment.*

The Employment Policy For Library Faculty governs faculty status and contractual security for library personnel ([http://152.20.25.1/library\\_faculty\\_employment\\_policy.html](http://152.20.25.1/library_faculty_employment_policy.html)). Other employment policies and practices related to faculty are codified in the *UNCW Faculty Handbook*. There are currently three tenured librarians who were hired prior to the implementation of the current employment policy. These individuals are subject to the employment standards of other tenured faculty.

In Spring 2000, a Library Faculty Development Committee was established to support the library faculty's effort at service and scholarship through study and recommendations in the areas of

- 1) Professional Development,
- 2) Peer Review,
- 3) Fringe Benefits,
- 4) Faculty Status, and
- 5) other issues that affect the library faculty.

The committee has conducted a survey of peer institutions and a literature review as the beginning steps in a study of faculty status, which may lead to proposals for revision of the employment policy.

Tenure-track faculty status for professional librarians is needed to recruit and retain qualified librarians. Restrictions on benefit options (e.g., ineligibility of lecturers for TIAA-CREF retirement plans) are a major obstacle to recruiting new librarians. The practice of hiring librarians into non-tenure track positions was adopted in response to concerns over the difficulties associated with evaluating the research and professional activities of librarians as compared to traditional academic faculty. Since that time, the expectations in these areas have been clarified for librarians by the Library Faculty Development Committee with the expectation that a reevaluation of this practice will take place.

**Suggestion 4:** The Provost, in consultation with the Library Director and library faculty, should review the career pathways for professional librarians and the question of tenure-track status. (5.1.6-4)



### **Library/Learning Resources for Distance-Learning Activities (5.1.7)**

*5.1.7-1 For distance learning activities, an institution **must** ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs, and degrees offered.*

Randall Library has instituted procedures to supply its students with information resources from its own collections, and has entered into agreements with other institutions to provide resources near the homes of students enrolled in Extended Education programs. Recognizing users' needs to access as much information as possible from office or home, the library has made all online databases accessible through its proxy server. Remote access to thousands of full-text articles and over 100 electronic bibliographic databases through the Innopac Web Management Module enhances distance-learning activities for web-based courses as well as established Extended Education programs.

The broad access to information provided by NC LIVE is available to students wherever they can access the Internet through the Library's proxy service. The NC LIVE consortium brings together resources from university, community college and public libraries. Consortia licensing agreements negotiated by this alliance have brought access to complete articles from over 5500 newspapers, journals and magazines; two encyclopedias; and indexing from over 10,000 periodical titles. In addition, many course reserve items are also available through electronic reserve. With patron authentication, electronic resources are available 24-hours a day.

To obtain books from the Randall Library collection, students enrolled in the extended education programs can enter "hold" requests through the online catalog. Distance and Extended Education Students are a special patron type, so these items are not held at the Circulation Desk, but are pulled, checked out to the student, packaged, and mailed to their home addresses. A postage-paid return mailing label and directions for mailing the item back to the library are included.

The Randall Express Service provides UNCW distance and extended education students with photocopies of journal articles from the library's collection. An online form is available to provide the bibliographic information for the article(s) needed. Articles are typically mailed within 3-4 business days.

Students are also permitted to use other libraries. The UNC Cooperative Lending Agreement serves students enrolled in distance and extended education programs. Students can visit the nearest UNC-System library and check out regular circulating materials by presenting their UNCW identification card. For the Onslow County Extended Education Program, students may use the Coastal Carolina Community College Learning Resources Center (CCCC LRC) or the U. S. Marine Corps Camp Lejeune Library. A core collection of books for classes regularly taught in Jacksonville has been placed at the CCCC LRC. These items are included in the Randall Library catalogue with the location "Onslow Program" noted. The university has provided several computers for UNCW students' use at that facility. For courses taught occasionally in the Onslow

Program, books from the Randall Library collection can be sent to the CCCC LRC for the Reserve Collection. The library has also worked with other southeastern North Carolina community colleges that are near students enrolled in web-based distance learning courses, specifically to place a few items on reserve reading.

Reference Services are provided by the library. Students can "Ask a Librarian" through the web page, which is handled by e-mail to an account at the Reference Desk. Typically, e-mail reference questions are answered within a few hours of receipt. The Reference Department also has a toll-free number that distance education students can call for assistance. In addition to these reference services, the staff at the Coastal Carolina Community College Learning Resources Center has formally agreed to provide reference assistance to UNCW students.

Each term, a librarian speaks at student orientation for the Onslow County Extension Program to introduce students to the services available. Bibliographic instruction is also provided for students in the Onslow County Extended Education Program and for distance-learning students. For instance, the Curriculum Materials Center Supervisor travels to Jacksonville to provide instruction for EDN 301. Other instruction is delivered through interactive video conferencing.

As this section demonstrates, UNCW affords extensive access to library services to distance learning students. However, as documented in response to **must** statement 4.5-2, there is a need to improve the assessment of the student satisfaction with these services. This realization has lead to the following suggestion: "The University Librarian should design methods to assess distance learners' (as separate from extension students') access to and ability to use the library's electronic resources and conduct periodic reviews of distance-learners' satisfaction with library resources."

*5.1.7-2 The institution **must** own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements.*

As described above, the library lends its own materials and provides access to electronic databases. The Electronic Reserve Program also supports distance-learning programs by scanning and mounting PDF versions of readings on the web. Students enrolled at UNCW can retrieve readings by course number or professor's name. The terms under which Coastal Carolina Community College provides assistance, allows access to their collection, and houses selected UNCW materials is documented in "A Memorandum of Understanding Between The Coastal Carolina Community College Learning Resources Center and The University of North Carolina at Wilmington Onslow County Extension Program and William Madison Randall Library."

*5.1.7-S1 Such agreements **should** include the use of books and other materials.*

The agreement with Coastal Carolina Community College allows use of books. The recent NC LIVE agreement with NetLibrary will provide collections of electronic books to all users.

*5.1.7-3 The institution **must** assign responsibility for provide library/learning resources and services and for ensuring continued access to them at each site.*

The library's public services staff coordinates services with the UNCW Division of Public Service and Extended Education. New materials are acquired by the library's acquisitions staff in collaboration with the staff of the Division of Public Service and Extended Education and the faculty teaching courses for the program. To ensure efficient coordination and planning, the library has a committee on Remote Services and Audiences. The committee identifies programs which benefit from remote services, identifies library services appropriate for these programs, develops procedures and promotes the use of remote services.

*5.1.7-4 When formal agreements are established for the provision of library resources and services, they **must** ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs in the field of study and at the degree level offered.*

The agreement with the Onslow County Extension Program places some materials for regularly taught courses in the Coastal Carolina Community College Learning Resources Center on a permanent basis (for instance, education and criminal justice materials). Other materials needed only on a term-by-term basis are lent from the Randall Library in-house collection to the Reserve Collection at Coastal Carolina Community College. The library system automatically reminds the library staff at the end of the term that reserve materials are ready for return to Randall Library.

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### Recommendations and Suggestions

**Recommendation 1:** The Provost must make it a priority to allocate additional physical space to the library, including library space now occupied by non-library units, so that the library's services and collection (physical and electronic) can meet state standards and accommodate increased student enrollments and program offerings. (5.1.2-9)

**Recommendation 2:** The Provost must make it a priority to provide the resources to hire more professional librarians to meet faculty and student demand for library services and to address the shortages cited in the 1996 *UNC Library Study*, with a target of attaining the median support levels within the UNC System (5.1.6-1)



**Recommendation 3:** The Provost must make it a priority to provide the resources to hire more support staff to meet faculty and student demand for library services and to address the shortages cited in the 1996 *UNC Library Study*. (5.1.6-3)

**Suggestion 1:** The Provost should ensure that library collection funding levels remain adequate to meet the needs of the university's students and faculty for new and ongoing collection resources, and to accommodate the anticipated growth in student enrollments, faculty positions and program offerings, especially at the graduate level. (5.1.1-4 and 5.1.3-1)

**Suggestion 2:** The Chancellor should develop policies for the allocation of funds to support further digitizing of library collections. Such policies should be conceived within the framework of campus-wide imaging needs. (5.1.1-4 and 5.1.3-1)

**Suggestion 3:** The Provost should increase library resources to meet the professional development needs of the library faculty and staff. (5.1.6-1)

**Suggestion 4:** The Provost, in consultation with the Library Director and library faculty, should review the career pathways for professional librarians and the question of tenure-track status. (5.1.6-4)

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### Appendices

#### 5.1 Committee Members

Roger Lowery, Chair	Political Science
Frank Ainsley	Earth Sciences
Kimberley Barker	Randall Library
Robert Brown	Psychology
James Hunt	Management and Marketing
Hengameh Kermani	Curricular Studies
John Myers	Art and Theatre
Mary Pendleton	English
Erica Pittelkow	Student
Lloyd Rohler	Communication Studies
Stephen Skrabal	Chemistry
Carol Thysell	Philosophy and Religion



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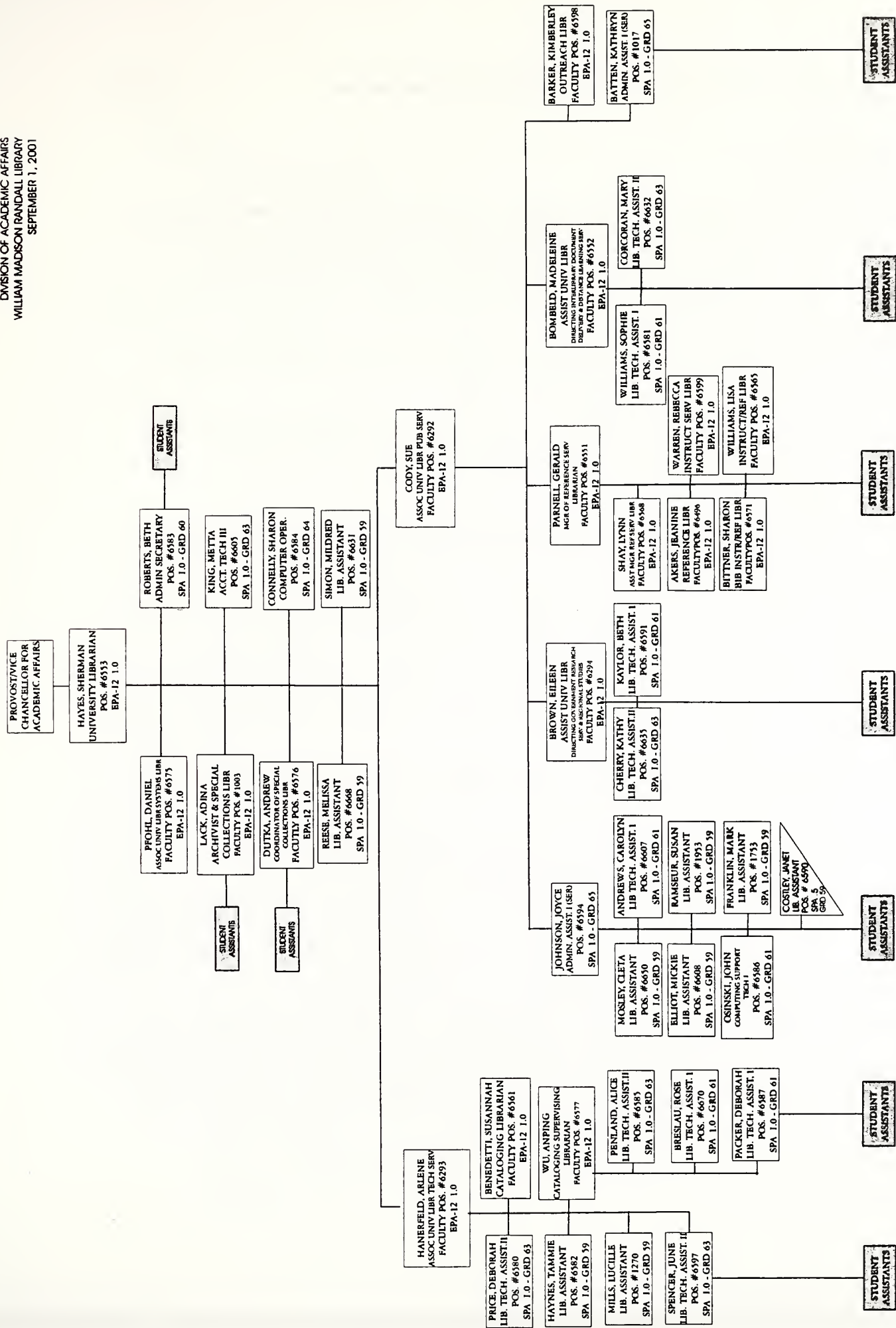
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## Strengths and Weaknesses of Randall Library Components

### Collections

#### Strengths:

1. The library's collection is large, varied, technologically mixed, responsive to curriculum and research needs, and accessible 11 1/2 hours per week [the 1990 *Self-Study Report* recommended (5.2) an increase in hours].
2. The library has been innovative in increasing the bibliographic and electronic access (on-site and remote) to the collection.
3. The recommendation (5.2.1) made in the 1990 *Self-Study Report* calling for a system with full Boolean-search capabilities has been achieved with the implementation of the Innopac system.
4. The library implemented a collection-development policy that includes guidelines for weeding the collection; this policy addresses the suggestion (5.2.2) included in the 1990 *Self-Study Report*.

#### Weaknesses:

1. The current library-collection funding levels will not be adequate if the institution wants the absolute amount of collection (physical and electronic) to grow along with growth in student enrollments and increased program offerings. Significant minorities of the faculty question the adequacy of the current funding levels: Twenty-three percent of the faculty respondents disagreed that the "breadth and depth of the Library collections are sufficient to support the educational, research and public service programs of the institution." About one in seven faculty respondents in graduate departments disagreed that "UNCW provides library resources substantially beyond those required for baccalaureate programs to support graduate programs." The paper and electronic serial subscriptions are by far the most expensive and most inflationary continuing cost in the library. While the serials collection most recently was reduced due to these price-growth pressures in 1997, the continuing price pressure and reduced commitment by the State to fund this inflationary pattern predicts the need to reduce journal holdings further in the near term without continued regular inflationary funding. While the State has been innovative in funding a statewide digital library project (NC LIVE), the library has become dependent upon the continuation of this funding level and cooperative purchase power. The current state budget crisis raises concerns as to whether this project will continue and at what funding level.
2. One of the library's goals is to increase the amount and breadth of original material that is collected and digitized so that it can be shared with the broader scholarly community. While progress has been made in starting and testing this process, the library does not have adequate support (equipment, staff, training) to achieve significant results.



## Services

### Strengths:

1. A broad array of services is available to connect users with information, both physical and online.
2. A strong service culture is cultivated and encouraged by developing service policies to provide optimum service, but also by giving staff freedom to use good judgment in applying policies to individual needs.
3. Attention to users as individuals is a hallmark of the service component.

Weaknesses: none

## Personnel

### Strengths:

1. The Randall Library faculty and staff are highly regarded by university faculty and staff (see SACS Self-Study Survey Results for faculty and staff at [http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_Section\\_V\\_NR\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_Section_V_NR_Results.htm));
2. The library faculty and staff are highly regarded by university students and alumni (see also UNCW Sophomore Student Survey results at [http://www.uncwil.edu/oir/Survey\\_Folder/2000\\_soph\\_survey\\_results.htm](http://www.uncwil.edu/oir/Survey_Folder/2000_soph_survey_results.htm); and UNCW Survey of Graduating Seniors at [http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)). In these surveys, nine out of ten students, faculty, and staff typically rate library personnel as competent, available, professional, efficient, and effective.

### Weaknesses:

1. The library needs more EPA faculty just to meet present needs. The 1990 Self-Study (5.2.3) and the 1996 UNC Library Study (21) both revealed a severe shortage of librarians. Under ACRL standards used at the time, the library was understaffed by nine librarians. Since these reports were issued, the library staff has grown by four positions. In the meantime, faculty and student demand for library services has significantly increased.
2. Current resources are not adequate to meet the professional-development needs of the library faculty and staff.
3. The library also needs more SPA staff just to meet present needs. The same two reports noted this shortage. The increase from 22.5 FTE positions in 1989-90 to 24 positions in 2000-2001 has not met this need.
4. Tenure-track faculty status for professional librarians is needed to recruit and retain qualified librarians. Restrictions on benefit options (e.g., ineligibility of lecturers for TIAA-CREF retirement plans) are a major obstacle to recruiting new librarians.
5. The library does not have a professional on its staff whose primary job description is to address development needs through fund raising and grant writing.

## Facilities

### Strengths:

1. The library provides a wide variety of personal computing and audio-video equipment.

### Weaknesses:

1. The space currently available to the library does not meet established state standards and will not be adequate if the institution wants the absolute amount of collection (physical and electronic) to grow along with growth in student enrollments and increased program offerings. One out of seven faculty respondents disagree that “the Library provides adequate work space for faculty” (see SACS Self-Study Survey Results for faculty and staff at [http://www.uncwil.edu/local/oir/SURVEYS\\_2000/2000\\_Section\\_V\\_NR\\_Results.htm](http://www.uncwil.edu/local/oir/SURVEYS_2000/2000_Section_V_NR_Results.htm)). Increased physical space for the library’s services and collection (physical and electronic) will meet established state standards and accommodate increased student enrollments and program offerings.
2. Need to provide tenure-track faculty positions and more professional librarians and SPA staff personnel to meet faculty and student demand for library services and to meet Association of College and Research Library (ACRL) standards.

## **5.2: Instructional Support**

### **-1-**

#### **Summary**

The University of North Carolina at Wilmington provides many instructional support services to fulfill its mission of “excellence in teaching.” These include the Center for Teaching Excellence; various student centers under the General College such as the Math Lab, the Writing/Reading Place and the Learning Center; science and language laboratories; computer laboratories; duplicating services; secretarial services; and a variety of media and audio-visual resources. Units such as Randall Library, Computer Services, Business Services and Public Service provide other resources that support the instructional needs of faculty in delivering both traditional and nontraditional instruction. Well-established services available ten years ago have continued to grow while many new programs have been developed in response to rapidly growing educational technology initiatives.

Over the last ten years, UNCW has witnessed a rapid growth in instructional technology. This is evidenced by the ubiquitous infusion of computers and the Internet in classroom instruction. In 1990 the level of computer usage was minimal compared to 2000. For example, in 1990 many faculty did not have personal computers in their offices and it was not the practice to give incoming faculty an office computer. Now all full time UNCW faculty have personal computers in their offices, and providing new office computers to incoming faculty is the rule rather than the exception.

The level of technology support is also growing rapidly and there has recently been a reorganization of the services provided in support of instructional technology. Details of this reorganization can be found in the 2001 SACS Section 5.3 report on instructional technology (4). There has been a concurrent growth in the number of faculty trained in the use of such services. Since its creation in 1992, the Center for Teaching Excellence (CTE) has sponsored and developed workshops designed to provide the tools and training required by faculty who wanted to incorporate instructional technology in their teaching. The first workshops focused on the use of multimedia in the classrooms. As instructors began to explore the use of the Internet to acquire and communicate information, workshops that provided instruction on browsing and web page creation were added. This extensive training has spawned the development of on-line courses, the tremendous growth of technology on campus (as evidenced in Section 5.3), and the recent creation of a new technology division (Information Technology Systems Division) to provide services to faculty and students.

However, not all departments have shared in the benefits of this technological revolution in a timely fashion. There are several departments that are not equipped with sufficient technologies, computing platforms, or specialized software. Moreover, because much effort has gone into standardizing computer platforms, the specialized needs of departments such as Music and Earth Sciences have not been addressed. Several departments also noted that UNCW has not dealt successfully with the amount of time it takes instructors to produce technology-based instructional materials.

Problems in other areas of instructional support have also been identified. Although the student population has increased dramatically over the past ten years, many

departments with specialized labs have not acquired the resources necessary to accommodate this growth. Other concerns expressed by departments include insufficient space for student's to work and study within departments, lack of time to develop classroom materials, lack of sufficient funding for travel, and inadequate storage space.

Despite these shortcomings, the instructional support provided by UNCW is extensive, of exceptional quality, accessible to students and faculty, and more than adequate to fulfill the institutional purpose and contribute to the effectiveness of learning.

## -2-

### Introduction

The area of Instructional Support Services is vast and most of the units strive to provide the best support possible. The challenges that they face include keeping up with the ever-changing technological trends and the increasing numbers and quality of students in the face of a shortage of space and funding. This report spells out what services are available at UNCW and how adequately they address the needs of the different reporting units. Because most unit reports were not sufficiently analytical in their assessment of Instructional Support, the Committee posted general questions to be considered. The assessments reported in this section are based largely on the units who responded thoroughly to these questions. The lack of response by other units implies their satisfaction with the instructional support services provided to them. To address the significant overlap between the areas of concern of sections 5.2 and 5.3, there have been numerous communications with the Section 5.3 Committee Chair, who has provided additional information pertinent to Instructional Support.

Recommendations and suggestions made in the area of instructional support in the 1990 SACS Self-Study are listed below. Most of these recommendations and suggestions have been implemented.

- *The creation of a Center for Teaching Excellence*  
The Center for Teaching Excellence was created and has proved to be a valuable resource both on this campus and in statewide efforts to improve teaching effectiveness.
- *The introduction of a mentoring program for incoming faculty.*  
There is no university wide faculty mentoring program, though several departments have implemented their own programs for new faculty. Therefore, the following suggestion is made:

**Suggestion 1:** The Provost should develop and implement a policy that requires the deans to see that a faculty mentoring program is implemented in every academic department.

- *The funding of a revolving, competitive stipend to increase the availability of computers, videocassette recorders, and other technical equipment needed for improved undergraduate instruction.*  
Stipends made available through CTE have provided much needed instructional equipment to many departments.



- *The creation of a Media Center where specialized equipment used on a limited basis by several departments can be centrally located, and high quality instructional materials such as slides and videotapes can be created.* Although there is currently no media center on campus, the Information Technology Systems Division has recently begun to address this issue with the formation of the Office of Audiovisual/Media Services. In addition, a Media Production Studio is planned for the new classroom building. This production center might fulfill some of the functions of a media center. Nevertheless, under the current system faculty are forced to meet many of their media needs by going to various facilities both on and off campus, wasting a significant amount of time.

**Suggestion 2:** Information Technology Systems Division, the Center for Teaching Excellence, the UNCW Copy Center and other units that provide the resources usually associated with a media center should establish a Web site directory that delineates the services they offer. Once these services have been identified, the Division of Academic Affairs should determine if additional services are required and whether the documented need for a media center has been satisfied.

- *The completion of a foreign-language laboratory within the next one or two years.* A foreign language laboratory is now in existence, but is in need of upgrading.

Based on faculty survey data, a large number of faculty disagree that the equipment and resources in the labs are adequate (UNCW, *SACS Self-Study Faculty Survey 2000*, <[http://www.uncwil.edu/oir/survey\\_folder/](http://www.uncwil.edu/oir/survey_folder/)>). Several science laboratories are overcrowded. Dobo Hall, a new science building completed in 1996, houses the Chemistry Department and part of the Department of Biological Sciences. The rest of biological sciences is spread throughout two other buildings, and the department will soon be in need of more space. Earth Sciences is also in need of additional space and the Department of Physics and Physical Oceanography, formerly the Department of Physics, has seen a loss of space and limited funding over the last decade. These concerns are expressed in a suggestion made in response to **must** statement 5.2-2.

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#### Facilities and Instructional Support Services (5.2-1)

*5.2-1 To support its curriculum, each institution **must** provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.*

UNCW offers a wide variety of learning skills resources for students as well as numerous professional training and enrichment programs for faculty, staff and students. These include the following:

### The General College

The General College supports the Freshman Seminar, the Summer Enrichment Program and several centers for instructional support, such as the Learning Center, The Writing/Reading Place, and the Math Lab. As stated in their unit report, "The primary focus of the General College is to ensure that students make a successful transition to UNCW, are retained in good academic standing, and identify and declare an appropriate major." The General College also supports academic advising, which is discussed in more detail in section 5.4 of this Self-Study.

UNI 101, The Freshman Seminar, is a two-credit course designed to assist students with their adjustment to college life by providing essential information and skills for success. Approximately half of the incoming freshman class in 1999-2000 and 2000-01 enrolled in UNI 101. Methods of instruction vary, but instructors depend upon student participation in small group work, team projects, class discussion, student presentations, and out-of-class activities as primary methods of instruction. On a five-point scale, the lowest quintile on the Student Perception of Teaching (SPOT) evaluations for UNI 101 instructors was 4.16 compared to a university wide average of 3.62.

The General College also provides support and staffing for UNCW's Summer Enrichment Program. In the Summer of 2000, this program served 129 academically at-risk students. Summer Enrichment Program students live on campus, take three college courses, and participate in activities designed to assist them with their personal and academic development. These activities may include, but are not restricted to, academic advising, peer mentoring, degree program planning, career counseling, effective study sessions, group study and tutoring, field trips, community service events, and cultural, athletic and entertainment events. One of their summer instructors continues on as the academic advisor for Summer Enrichment Program students until they are accepted into their major.

### The Learning Center

The Learning Center supports various Supplemental Instruction (SI) and tutoring services. Supplemental Instruction is a program aimed at high-risk courses and is conducted on a weekly schedule of three to five one-hour out-of-class peer-facilitated sessions conducted by recommended and trained SI leaders. These experienced tutors sit in on the courses and then run study sessions outside of class.

The tutoring, which is primarily aimed at students taking Basic Studies courses, is free. Each semester, the Learning Center employs 75-100 tutors. Tutors and SI leaders are carefully recruited, screened, and trained. While most tutors are successful upper-classmen recommended by their professors, Masters Degree candidates who are Teaching Assistants from the Biology, Chemistry, History, and Psychology departments also participate. Tutors attend an initial 1½ hour session regarding policies, procedures and paperwork. This is followed by an on-line class that includes collaborative learning techniques, listening skills, study skills, learning styles, dealing with learning disabilities, cultural differences

awareness, and group tutorials. The tutors complete a written progress report on their students after each tutoring session.

During 1999-2000 the center conducted 2,951 tutoring sessions for 1,500 students. In the past year, tutoring sessions increased 30 percent, and the number of individual students availing themselves of Learning Center resources increased almost 50 percent. Students first hear about the Learning Center at Orientation; the merits of the Learning Center are further promoted by the Freshman Seminar courses that enroll 45 percent of the freshmen.

The Learning and Study Skills Inventory, an in-depth assessment of a student's study skills and habits, is used as an assessment tool. Once students take the test they can schedule appointments with a person trained to interpret the results and decide on an effective course of action. In addition, academic success seminars are held throughout the semester on topics such as goal setting, test taking, effective note taking, and time management.

#### The Writing/Reading Place

Students receive help with paper writing and/or reading comprehension free of charge at the Writing/Reading Place. In academic year 1999-2000, the Writing/Reading Place conducted a total of 3,577 sessions helping students with papers, graduate school application essays, and other writing tasks; 75 percent of these writing consultations concerned papers assigned in courses taught by 19 academic departments.

#### The Math Lab

The Math Lab is housed in Bear Hall and reports to the Department of Mathematics and Statistics. It offers free individual math review and administers the Mathematics Placement test. The purpose of the Math Lab is to help all students taking lower level mathematics and statistics classes to make the transition to university level mathematics. This is done through drop-in tutoring, one-on-one and small group tutoring, placement testing, and course-specific help sessions.

Located in Bear Hall 101, the Math Lab serves approximately 2,300 students per semester. These students come primarily from MAT 100 through MAT 162, as well as all the basic statistics courses on campus. There are about 800 one-on-one sessions each semester. Typically the student to staff ratio is no larger than 4:1. The lab is in operation about 45 hours per week.

A director and a full time office assistant staff the Math Lab, while students at the graduate and undergraduate levels do the tutoring. New tutors receive approximately five weeks of training the first semester they are employed, with further training periodically conducted on specialized topics by the Director or Department faculty.

#### The Center for Teaching Excellence

The Center for Teaching Excellence (CTE) contributes to UNCW's fulfillment of SACS criteria primarily through the resources it offers to faculty for developing expertise in technologies that contribute to effective teaching. It



offers physical facilities through its computer workstations which provide programs and equipment for digitizing images, creating audio and video, authoring web pages and other multimedia presentations, etc. It also offers workshops and tutorials for faculty and student assistants who work with faculty on technology-based projects related to instruction. Staff and trained student assistants are available to advise and assist faculty in using new technologies. Documentation of its policies and workshop offerings are found on its web page (<<http://cte.uncwil.edu/>>). CTE's physical facilities are handicap accessible and some online tutorials can be configured to provide choices for visually handicapped persons. Additional information about CTE's operation is contained in section 5.3 of this report.

Every semester CTE provides half-day and full-day instructional technology workshops for faculty and graduate teaching assistants. Workshops are scheduled on weekends for the convenience of faculty who cannot attend long workshops during the week. With the assistance of the computing consultants and the director, the faculty associate coordinates and leads these workshops. The following tables display the types of workshops and number of participants over the last three years. In all, there were 2,413 tracked participants over this period. With the addition of the computer consultant positions, this number was observed to drastically increase last year.

**Table 87: Center for Teaching Excellence Workshops, 1997-98**

	<b>Workshop</b>	<b>Date</b>	<b>Number of Participants</b>
1	Power Point for Faculty	8/6/97	6
2	Power Point for Faculty	8/8/97	7
3	Technology College Orientation	8/20/97	9
4	Advanced Web Page Writing	10/25/97	7
5	Power Point for Graduate Students	11/22/97	40
6	Computer Graphics for Graduate Students	11/22/97	40
7	Technology College Orientation	12/17/97	14
8	Beginning Web Page Writing	12/19/97	12
9	Power Point for Faculty	12/19/97	14
10	Computer Graphics for Faculty	12/19/97	14
11	UNCW Course Web Page Showcase	1/22/98	50
12	Writing Web Pages with Front Page for Graduate Students	2/14/98	13
13	Web Page Graphics for Graduate Students	2/14/98	13
14	NetMeeting Demonstration	6/4/98	7
	IT Consultations 1997-98		100
	<b>Total 1997-98</b>		<b>346</b>



**Table 88: Center for Teaching Excellence Workshops, 1998-99**

	<b>Workshop</b>	<b>Date</b>	<b>Number of Participants</b>
1	New Faculty Teaching Workshop	9/12/98	50
2	Power Point for Instruction	10/9/98	11
3	Front Page for Instruction	10/9/98	11
4	Interactive Assignments	10/26/98	8
5	Multimedia Instruction Aids	10/31/98	10
6	Multimedia Instruction Aids	10/31/98	10
7	1998 Course Showcase	11/5/98	65
8	Multimedia Workshop Review	2/19/99	12
9	How Effective is Technology in the Classroom?	2/27/99	25
10	Multimedia Workshop Review	3/19/99	12
	IT Consultations 1998-99		150
	<b>Total 1998-99</b>		<b>364</b>

**Table 89: Center for Teaching Excellence Workshops, 1999-2000**

	<b>Workshop</b>	<b>Date</b>	<b>Number of Participants</b>
1	New Faculty Teaching Workshop	9/11/99	50
2	Fall 99 Course Expo	11/16/99	50
3	Power Point for Course Presentations	11/20/99	12
4	Writing World Wide Web Pages for Courses	11/20/99	12
5	Introduction to Windows98 at UNCW Environment	2/9/00	5
6	Introduction to Quizmaker	2/15/00	6
7	How to Navigate the UNCW Network	2/24/00	5
8	Power Point for Course Presentations	2/26/00	6
9	Selecting and Digitizing Video for Teaching	2/26/00	8
10	How to Scan Images	3/1/00	5
11	How to Write Course Pages on World Wide Web	3/6/00	6
12	How to Edit Digital Images	3/14/00	6
13	Advanced E-mail Practices	3/14/00	6
14	Computer Based Presentations Off-Campus	3/29/00	6
15	Audio Presentations on the Web	4/4/00	5
16	Web Course Development Team Meetings	4/6/00	119
17	Creating Multimedia Graphics, Audio and Video	4/8/00	5
18	Video Presentations on the Web	4/12/00	6
19	Videoconferencing with Microsoft NetMeeting	4/20/00	5
20	Converting Documents to Web-Ready Form	4/25/00	7
21	CTE Summer Institute	6/5-9/00	13
22	CTE Summer Institute	6/20-22/00	15
	Individual IT Consultations 1999-2000:		
	Turrisi		100
	Little		235
	Baptista		300
	<b>Total 1999-2000</b>		<b>993</b>

CTE Summer Teaching Initiatives assist faculty in developing and improving innovative teaching by providing support for the improvement of teaching skills. Since all faculty are required to devote effort toward improving their teaching, candidates for summer stipends must demonstrate the value of their project beyond its usefulness for their own classroom. Summer Stipends in the amount of up to \$3,000 are awarded to support projects according to one or more of the following criteria:

Teaching interdisciplinary courses or components of courses.

- Teaching distance learning courses.
- Utilizing interactive learning techniques (for example, collaborative learning; discussion; learning laboratories; mentoring).
- Utilizing computer technology or media resources in the classroom.
- Implementing team teaching.

A list of the departments receiving recent awards is shown in the table below.

**Table 90: Center for Teaching Excellence Summer Teaching Initiatives**

<b>Awarded in June 1998</b>	<b>#</b>
Computer Science (Mathematical Sciences)	1
Honors (Sociology)	1
Political Science	2
Anthropology	1
<b>Total</b>	<b>5</b>
<b>Awarded in June 1999</b>	
Art	1
Biology	1
Chemistry	1
Communication Studies	1
Psychology	1
Sociology	1
<b>Total</b>	<b>6</b>
<b>Awarded in June 2000</b>	
Anthropology	1
Art and Theatre (One Each)	2
Communication Studies	1
Foreign Languages and Literatures	1
History	1
Philosophy and Religion	1
<b>Total</b>	<b>7</b>

### Technology College

The UNCW Technology College is an enrichment program jointly supported by Information Technology Systems Division and the Department of Academic Affairs and designed to provide students with the opportunity to take courses that include technological demands and expectations from them that

substantially exceed those of regular courses. Details of the operation and facilities of this unique program can be found in section 5.3 of this report.

Additional instructional support services that provide both resources and facilities to the campus community include the following:

#### Information Technology Support Services

At UNCW, all faculty and staff use e-mail. All computers in labs and offices are connected to the campus backbone, giving access to the Internet. In addition, many faculty across the campus have been trained to use web pages for transmitting to students information about their courses. This section summarizes advances incorporated in departments that go beyond basic use of e-mail, local/global network access and standard office software applications.

The university has adopted a minimum standard for computers for faculty and staff. The standards are revised yearly to keep up with rapid changes in the computer industry and to take advantage of the continuing trend of increasing purchase power in speed, memory and storage capacity. It takes two to four years for an office PC to be replaced under the Lifecycle Funding Plan, though individual departments have the option to add supplements from their own budgets to purchase higher-grade equipment. Special requests, such as the purchase of Macs or Unix equipment, need to be approved by Information Technology Systems Division (ITSD). All offices have access to either a local or network laser printer. Faculty and staff member also have access to scanners, CD-ROM makers, and other peripherals. This equipment can be found locally, through the Center for Teaching Excellence, or through ITSD.

UNCW has a campus wide fiber optic data network that provides switched 100/1000 megabits per seconds between buildings and switched 10/100 megabits per second to every desktop, classroom, and computer lab. The campus connection to the Internet is currently at 20 megabits per second. Each faculty and staff member has a desktop computer that is upgraded every two to four years. The university provides more than 600 computers in departmental and central Unix, Windows NT and VMNS servers for file and print sharing, e-mail, administrative functions, etc.

A variety of campus-wide programs are used under site license agreements for Microsoft Windows and Office suite, SAS and SPSS. The university has a contract with Microsoft that allows for an unlimited site license for windows operating systems, Microsoft Office software, and several other Microsoft products such Visual Studio. Other university-wide licenses include Norton Antivirus and Disk Imaging utilities, Maple, SAS and SPSS. A large array of more specialized software with limited licenses are operated at departmental levels. Examples include computer algebra systems like Mathcad, Maple, Matlab and statistical packages in Mathematics; Geographic Information System software in Earth Sciences; molecular modeling utilities like Hyperchem in Chemistry; Adobe Photoshop and Stratavision in Art and Theatre; Midi Sequencing programs in Music; and video editing like Movie Magic and Screenwriter in Communications. The Center for Teaching Excellence is in charge of faculty

training and has two computer consultants who specialize in helping the faculty with video editing projects.

### Departmental Laboratories

There are 25 departmental computer laboratories and 11 student computer labs maintained by the Information Technology Systems Division. Various departments also maintain specialized laboratories in science, language, music, art and research. These are referenced in the departmental summaries included in Appendix C. For the most part these facilities are well maintained and have adequate resources to satisfy their educational mission. Exceptions are enumerated in response to **must** statement 5.2-2.

### Audio-Visual/Media and Computing Services

The central unit responsible for computing support at UNCW is the Information Technology System Division (ITSD). The organization and responsibilities of ITSD are detailed in section 5.3 of this Self-Study. Its primary functions include:

- 1) Managing the technical operations of the distance learning classrooms including the configuration of equipment and furniture layout, technical staffing, equipment and material purchases, and presentation needs;
- 2) Assisting academic units in developing hypermedia classroom environments through the ordering of equipment which will lead to a campus baseline;
- 3) Providing audiovisual equipment and services which are too expensive or technical for departments to provide;
- 4) Providing to faculty limited production services such as video and audio taping, basic tape editing, duplication and reformatting;
- 5) Supporting faculty in course enhancement utilizing an array of technologies and positions provided to the Center for Teaching Excellence;
- 6) Providing special service interfaces involving technical support for the UNCW satellite and cable networks. Services include purchasing equipment, maintaining systems and accessing networks in support of the university's mission.

With the new reorganization of services under ITSD, media support is becoming centralized in the Office of Audiovisual/Media Services. This office will provide limited production services to faculty and administrators for video and audio taping, basic tape editing, duplicating and reformatting. In addition, the office's equipment inventory, listed in Appendix C, is available for special events. The office provides support to both the cellular and laptop wireless networks, as well as training sessions in the use of new equipment. The office also works with department chairs and deans to determine standards for classroom instructional equipment, its configuration and installation in priority facilities across campus. As noted in the introduction, the recommendation from the 1990 Self-Study that UNCW create a Media Center has not been followed, and several departmental reports document the need for such a facility. Based on their reports, however,



most departments appear to be unaware of the new services provided by the Office of Audiovisual/Media Services, and these may fulfill some of the needs identified in the request for creation of a Media Center.

Randall Library offers its patrons the use of a variety of audio-visual and computer equipment. The library houses a variety of its media equipment to view its resources, as listed in Appendix C. Media are also checked out to users, typically for a one-week period. Currently the library has one room set up for small group video viewing. The room also houses the Kurzweil and other equipment for users with a disability. Video equipment with headsets is set up in an open area of the library for single-user viewing. Equipment for instruction is provided in the library auditorium.

### Duplicating Services

UNCW Printing Services makes instructional duplicating services available to faculty and nonacademic units by providing conveniently located Xerox machines throughout the campus as well as at a central location, the UNCW Copy Center, where large printing jobs can be handled. While some departments have a copy machine located in their departmental office, several have to share access to copiers. Most student copying services are found in Randall Library, though there is additional student access to copying in the vending machine area of Dobo Hall. The copy center is also available for walkup service for students.

Photoduplicating equipment in the library includes photocopiers (black & white only) and microform reader/printers. The equipment is owned and serviced by the university Printing Services, who maintain service contracts on each unit. Library staff provide basic maintenance services such as refilling paper trays, clearing paper jams, and adding toner. A Printing Services staff member checks the machines at least twice daily, and during the academic year, a student assistant from Printing Services is assigned to be in the library to assist users with the machines and keep them in working order. Since library staff are located at the opposite end of the building from the machines, a quick service report form was developed to encourage users to report problems to the Circulation Department. Circulation Department staff members also check the machines throughout the day during "pick-ups" of library materials (every 2-3 hours.) Printing services has implemented the one-card system so that students can add money to their ID accounts and use ID cards for copying. One photocopier and one microform reader printer are set up to use departmental accounts for copying with faculty/staff ID cards.

### Secretarial Services

All departments have secretarial staff and most employ student work assistants to help the secretaries.

### Disability Services

All classroom buildings are accessible to students with disabilities. Recent funding for code compliance with the American Disabilities Act has

contributed to a marked improvement in accessibility for disabled students. The following increase in compliance was effected by correcting Facilities Condition Assessment Program deficiencies and because of the new buildings that have come on line.

1997 Accessibility Index  
(sf Accessible as a % sf Assignable)

678,462 divided by 1,085,258 =  
62.5%

1999 Accessibility Index  
(sf Accessible as a % sf Assignable)

994,903 divided by 1,114,687 =  
89.2%

Services available to students with learning disabilities are handled by the Learning Center while the Student Development Center aids faculty in providing students identified with learning disabilities the opportunity to complete examinations in an appropriate setting.

Several academic units addressed accessibility in their reports, indicating that faculty accommodate the needs of disabled students wherever possible. One concern is that buildings with one elevator do not have alternative procedures in the event that elevators break down.

#### Distance and Extended Education Services

Randall Library provides services to distance education and extension program students. The Division of Public Services and Extended Education and the library have a cooperative agreement with the Coastal Carolina Community College Learning Resources Center (CCCC LRC) at Jacksonville, NC, to assist in providing library services to students enrolled in the Onslow County Extension Program. Computers and a selection of UNCW library materials are housed at the Learning Resources Center, and UNCW students are permitted to use the entire collection at that library. A core collection of books for classes regularly taught in Jacksonville has been placed at the CCCC LRC. These items are included in the Randall Library catalogue with the location "Onslow Program" noted. For courses taught occasionally in the Onslow Program, books from the Randall Library collection can be sent to the CCCC LRC for the Reserve Collection.

Students are also permitted to use other libraries. For the Onslow County Extended Education Program, students may use the U. S. Marine Corps Camp LeJeune Library. The UNC Cooperative Lending Agreement also serves students enrolled in distance education programs. Students can visit the nearest UNC System library and check out regular circulating materials by presenting their UNCW identification card.

Randall Library's Interlibrary Loan and Document Delivery Department has negotiated forty reciprocal agreements for Inter-Library Loan. The library also provides reference services. Students can 'Ask a Librarian' through the web page, which is handled by e-mail to an account at the Reference Desk. The Reference Department also has a toll-free number that distance education students can call for assistance. In addition to these reference services, the staff at the

Coastal Carolina Community College Learning Resources Center has formally agreed to provide reference assistance to UNCW students.

Randall Library has instituted procedures to supply its students with information resources from its own collections and has entered into agreements with other institutions to provide resources near the homes of students enrolled in Extended Education programs. Remote access to thousands of full-text articles through the Innopac Web Management Module enhances distance-learning activities for web-based courses as well as established Extended Education programs.

To obtain books from the Randall Library collection, students enrolled in the extended education programs can enter 'hold' requests through the online catalogue. Distance Education Students are a special patron type, so these items are not held at the Circulation Desk, but are pulled, checked out to the student, packaged and mailed to their home address. A postage-paid return mailing label and directions for mailing the item back to the library are included.

The Randall Express Service provides UNCW distance education students with photocopies of journal articles from the library's collection. An online form is available to provide the bibliographic information for the article(s) needed. Articles are typically mailed within 3-4 business days.

#### Services Provided by Academic Units

A mixture of university, college, and departmental entities provides the instructional facilities and services of the campus. The university provides the physical facilities. Each classroom is supplied with basic audio-visual materials, such as an overhead projector, screen, and chalk or whiteboard. Computer-based multimedia equipment is available in many classrooms, either as a permanently installed system or on a cart that can be rolled into the classroom as needed. The departments have latitude as to how their facilities are utilized in the instructional setting, and each department maintains its own stock of instructional supplies.

The university has recently enhanced the support of instructional technology through providing funding specifically earmarked for installation of classroom multimedia equipment. This funding originates in Academic Affairs, although in 2000, the Information Systems Technology Division matched the Academic Affairs funding. College deans determine the priorities within each college facility for the installation of this equipment. At least one permanently fixed multimedia classroom will have been established in every department by the end of the spring 2001 semester.

Reports from academic and administrative units document the extensive instructional support services that they supply. Summaries can be found in the Appendices of this section.

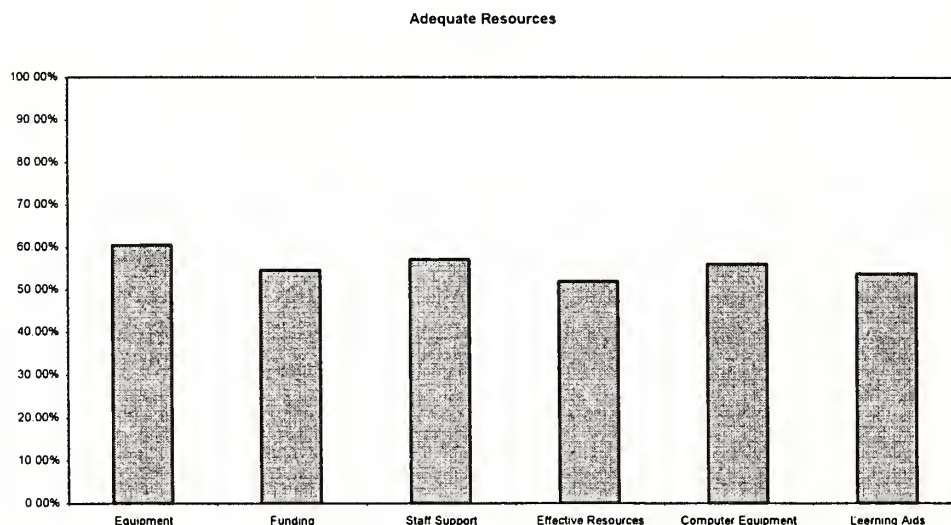


### Adequacy of Instructional Support (5.2-2)

- 5.2-2 *They **must** be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements apply to all programs wherever located or however delivered.*

The instructional support services supplied by UNCW are adequate to allow fulfillment of the institutional purpose and to contribute to the effectiveness of learning, but increased enrollment, tight budgets and space limitations have consistently been cited as causes of strain on the system. The *SACS Self-Study Faculty Survey 2000* provides data on how faculty perceive support services provided by individual departments and the university ([<http://www.uncwil.edu/oir/survey\\_folder/>](http://www.uncwil.edu/oir/survey_folder/)). The following summary includes “Don’t Know/Does not Apply” responses. These data indicate that between 50 percent and 60 percent of faculty believe that their department has adequate equipment, funding, staff support, effective resources, appropriate computer equipment and adequate learning aids for students.

**Figure 6: Adequacy of Resources  
(Faculty Survey)**



Reports from units directly involved in providing instructional support, summarized below, also document the adequacy of current services, though some issues of concern surrounding the availability of space and the level of funding are cited.

#### The General College

In general, the facilities for the General College are adequate at this time. However, office space in the Center for Academic Advising is limited and three



of the professional advisors are working in temporary cubicles. This problem is addressed by a long-range plan for renovations to buildings at the front of campus that would provide better and more centrally located office space for the Center for Academic Advising. Office space is needed for at least ten professional advisors, the director of the General College, and the support staff.

The main locations of General College programs (the Center for Academic Advising in Wagoner Hall and The Learning Center and the Writing/Reading Place, both on the second floor of Randall Library) are adequate to serve the current undergraduate enrollment at UNCW. Located in the same building as the dining hall, the Center for Academic Advising is convenient for students who live on campus. This supports UNCW's mission of excellence in undergraduate education, as the Center for Academic Advising is accessible and convenient for freshman and sophomores who are encouraged to live on campus.

### The Math Lab

Most mathematics and statistics faculty feel that the Math Lab is providing at least adequate support of instruction, though about 30 percent feel that the Math Lab is not large enough. Some of the comments about the Math Lab as provided in the Department of Mathematic and Statistics SACS Self-Study were that the Math Lab needs to be open more hours and should be enlarged, but not at the expense of losing more classroom space or being relocated to another building.

### The Center for Teaching Excellence

#### *The SACS Self-Study Survey 2000*

(<[http://www.uncwil.edu/oir/survey\\_folder/](http://www.uncwil.edu/oir/survey_folder/)>) also addressed the Center for Teaching Excellence (CTE). Of those who responded to the survey, 32.4 percent never used the Center, 57.6 percent attended technology workshops and 48.2 percent attended pedagogical forums. Most believe that CTE provides useful services to promote teaching and 64 percent agreed that CTE promotes UNCW as a place where excellence is the norm. While 58.9 percent agree that CTE provides support to improve teaching effectiveness, 45.8 percent also thought that CTE provides sufficient training in most elements of teaching.

### Departmental Laboratories

Most units with some departmental laboratory facilities have indicated that these facilities are either inadequate or will not support departmental growth. In the Faculty survey, a substantial percentage of the respondents, 41 percent, disagree that in courses with required laboratories, there is adequate equipment, space, and supervision so that the laboratory experience is meaningful to every student (UNCW, *SACS Self-Study Faculty Survey 2000*, <[http://www.uncwil.edu/oir/survey\\_folder/](http://www.uncwil.edu/oir/survey_folder/)>). Since many faculty have no direct experience with laboratories, and therefore are unlikely to have concerns in this area, this level of disagreement must be considered substantial.

Some of these concerns have been expressed in academic unit reports and are reiterated in the Departmental Summaries in the appendices at the conclusion

of this section of the report. Examples of concerns expressed by departments include the following:

- The Department of Biology will need several more research and teaching labs in order to support growth in majors and to maintain competitiveness.
- Foreign Languages and Literatures have a laboratory with outdated equipment which causes the lab not to be used to capacity.
- The Department of Earth Sciences feels that the resources for maintaining laboratories are low, space for faculty and student research laboratories is woefully inadequate, and storage space for teaching collections, equipment, and research archives is severely limited such that instructional and office space has been converted to storage space.
- The Department of Music needs more lab space to insure quality acoustics without external disturbances.
- The Department of Physics and Physical Oceanography has antiquated equipment for instruction. This is partly due to the lack of upgrades over the last tens years. Their advanced laboratory currently relies on external funding for new acquisitions. In several cases the inadequacy is in the lack of space.

In light of the considerable concern expressed by academic units about the adequacy of support afforded their specialized laboratories, the following suggestion is made:

**Suggestion 3:** The Division of Academic Affairs should develop and communicate to academic departments with specialized departmental laboratories a comprehensive plan to remedy deficiencies in equipment and space in those laboratories.

#### Audio-Visual/Media and Computing Services

According to Information Technology Systems Division (ITSD), dramatic growth coupled with increased expectations has resulted in a constant struggle to keep pace with instructional support needs. There are significant concerns about the ability of ITSD to fully implement plans due to limited resources. Although current services and technology meet the needs of most users, there are other users facing inadequate support. For example, the Department of Computer Science has approximately 300 majors, but there are only 30 computers supported by ITSD with the software required for the students to do their course work. The lab hours are also inadequate.

The *SACS 2000 Self-Study Survey* shows that 74-77 percent of the faculty believes that UNCW student microcomputer labs are supplied with the appropriate hardware, software and level of access availability (<[http://www.uncwil.edu/oir/survey\\_folder/](http://www.uncwil.edu/oir/survey_folder/)>). The following table displays the percentage of graduating seniors who gave the general access lab facilities a rating of good to excellent in the listed categories over the last three years.

**Table 91: Rating of Computer Labs and Training by Seniors**

	<b>1998</b>	<b>1999</b>	<b>2000</b>
Hours of operation	69%	77%	79%
Access to up-to-date facilities	86%	86%	90%
Access to trained staff for help	69%	70%	74%
Training classes	72%	77%	77%
<b>Overall rating</b>	<b>85%</b>	<b>86%</b>	<b>89%</b>

### Library Support Services

Randall Library seeks feedback from students and faculty. Library-related questions appear on the annual University of North Carolina System Surveys of Sophomores and Graduating Seniors

(<<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>>).

The Sophomore Survey found an increase in overall satisfaction with library services from 88 percent in 1998 to 93 percent in 1999. While satisfaction of graduating seniors in 1998 was 93 percent, the Graduating Senior surveys for 1999 and 2000 show the overall satisfaction with library services has remained steady at 92 percent.

Additional enclosed space is needed for in-house viewing or listening by groups, and a separate space is needed for users with disabilities. The high costs of constructing walls and upgrading ventilation for enclosed spaces have prevented the building of additional rooms. The Disabilities committee is studying options and will make a recommendation for improving these facilities while the Associate University Librarian, Manager of Reference Services, and Circulation personnel are studying options to improve facilities for media viewing for groups.

The Innopac System provides statistical reports that help in determining users' needs and interfaces with other systems, such as HRS and SIS, OCLC and several database vendors. Over 92 percent of the faculty and graduate students participating in the *SACS Self-Study Survey 2000* agree that access to the on-line catalogue and on-line database searching is satisfactory; 93 percent agreed that the library provides convenient and effective access to electronic bibliographic databases to support UNCW's academic programs

(<[http://www.uncwil.edu/oir/survey\\_folder/](http://www.uncwil.edu/oir/survey_folder/)>).

Sufficient equipment for instruction, which includes a video projector, slide projector and overhead projector, is provided in the library auditorium. Different faculty members from a variety of departments use the auditorium each term, so the need for training in the use of the equipment is continuous. Oversight of the equipment is also difficult, since the nearest staff members with detailed knowledge of the equipment are at the other end of the building on the first floor. The room is not closely supervised, so keeping equipment secure and in good working order has been a challenge.



### Duplicating Services

While most departments have expressed satisfaction with duplicating services, some have reported problems. In Mathematics and Statistics, the Risograph breaks down frequently and the collating unit has been removed and not replaced. Earth Sciences indicates that the Copy Center does not provide specialized services for color copying and that there is a problem with scanning facilities. In some cases they cannot get the quality service they need from the Copy Center, so several faculty have to invest in outside services.

Surveys of print shop customers reveal a very high rate of satisfaction. For example, in 2001, "staff," "quality," and "turnaround" were rated 4.79, 4.71, and 4.75, respectively, on a 5-pt scale. There is a high number of compliments to the staff on being flexible, accommodating and professional, as well as comments on consistency of good work.

Upon close inspection, however, the individuals surveyed are the administrative assistants and designers, and rarely an assistant director or faculty member. Some administrators and faculty may perceive Printing Services as not meeting their instructional or development needs. In 2001, the Faculty Evaluation of Administrative Offices showed 91 percent were satisfied or extremely satisfied with Printing Services (<<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>>). This was the highest rating for any Business Affairs office; at the same time, this survey had a fairly low response rate. Some faculty have complained that "the Print Shop appears to be sorely understaffed and is simply not able to provide the turnaround often required for its print materials. This has proven to be a major bottleneck." Printing Services does have peak periods, primarily the beginning of the academic year, and it may be during these periods that the faculty and staff complaints are focused. With ever increasing demands on faculty time, the demand for high quality support services grows, thus Printing Services will need to be more aggressive in measuring whether service meets demand. This service is critical component to many programs. While it is also true that the faculty survey does not individually rate the copy center, the (offset) print shop, and the duplicating program, at this point, we know that the staff does everything possible to provide professional, accommodating service.

### Secretarial Services

Most departments have indicated satisfaction with their secretarial services. From the faculty survey, respondents indicated about a 60 percent level of satisfaction. However, 32 percent of the respondents disagree that adequate staff support is available for preparing instructional materials for their classes. In several cases, departments have indicated a need for more secretarial support. Most nonacademic units are satisfied with their level of service.

### Distance and Extended Education Services

As described above, UNCW affords extensive access to library services to distance learning and extended education students. However, there is a documented need to improve the assessment of the student satisfaction with these services. Suggestion 1 made in response to **must** statement 5.4.1-2



indicates the need for other services, such as counseling and career planning and placement, be publicized on the World Wide Web to insure that distance and extended education students are made aware of their availability.

### Academic Unit Summaries

Summaries of academic unit responses to the adequacy of instructional services are provided in Appendix D of this section, and the strengths and weaknesses reported by these units are summarized in the SACS Self-Study Section 5.2 Committee report, "Departmental Strengths and Weaknesses." Although all departments report that the instructional support that they receive is adequate to address their current needs, many provided suggestions for improvement (UNCW, SACS Self-Study Section 5.2 Committee, "Suggestions Based on Unit Reports"). Many of these suggestions deal with instructional support issues that are specific to the departments and are best left to the consideration of the deans, but some appear consistently and should be addressed as part of the SACS Self-Study. These include:

- *Support for departmental laboratories:* Most departments that support specialized laboratories report concerns about the currency of the equipment, the lack of space for teaching and research labs, and the pressure on resources that projected enrollment increases will cause. The third suggestion in this report was offered in response to this problem.
- *Allocation of Space:* While all departments report that the space provided to them is currently adequate, most report that their facilities are at or near capacity. With the passage of a 3.1 billion-dollar bond referendum last November, UNCW looks forward to the construction of three new buildings in the next ten years. Some departments are concerned that this building program will not address their space problems.

**Suggestion 4:** After consulting with all academic departments to establish their current and projected need for space, the Division of Academic Affairs should develop and circulate a preliminary prioritized list of these needs and a tentative plan indicating how these needs will be addressed in future building plans.

- *Support and Assessment of Educational Technology:* UNCW has made a substantial investment in educational technology, and is considered an innovator and leader in the effort to infuse educational technology into the teaching/learning paradigm. Significant training opportunities are provided to faculty, and over half of the faculty have availed themselves of these opportunities. Though a limited number of competitive stipends to support teaching innovations are provided each year, a consistent concern voiced by faculty is the lack of recognition and support for the substantial time required to prepare high quality multimedia materials. Moreover, with the exception of for-credit distance learning courses, little assessment of the educational effects of these efforts is reported.

**Suggestion 5:** The Provost should develop and implement a plan for increased support of faculty involved with educational technology initiatives, and for the assessment of those initiatives.

- *Creation of a Media Center:* Several departments indicated that UNCW has not addressed the need for a Media Center to accommodate special departmental teaching needs, and assist faculty in the creation of media materials for their courses and research presentations. Although resources of this type are available from a number of campus units including the Center for Teaching Excellence and the Office of Audiovisual/Media Services, many faculty report are forced to waste considerable time and expend personal funds to create the media required in their work. The recent consolidation of services that accompanied the formation of Information Technology Systems Division may help alleviate this situation, but unit reports indicate that many faculty and staff are unaware of the extent of resources provided. Suggestion #2 in this report has already been offered in response to this concern.

#### -5-

#### Suggestions

**Suggestion 1:** The Provost should develop and implement a policy that requires the deans to see that a faculty mentoring program is implemented in every academic department. (Introduction)

**Suggestion 2:** Information Technology Systems Division, the Center for Teaching Excellence, the UNCW Copy Center and other units that provide the resources usually associated with a media center should establish a Web site directory that delineates the services they offer. Once these services have been identified, the Division of Academic Affairs should determine if additional services are required and whether the documented need for a media center has been satisfied. (Introduction)

**Suggestion 3:** The Division of Academic Affairs should develop and communicate to academic departments with specialized departmental laboratories a comprehensive plan to remedy deficiencies in equipment and space in those laboratories. (5.2-2)

**Suggestion 4:** After consulting with all academic departments to establish their current and projected need for space, the Division of Academic Affairs should develop and circulate a preliminary prioritized list of these needs and a tentative plan indicating how these needs will be addressed in future building plans. (5.2-2)

**Suggestion 5:** The Provost should develop and implement a plan for increased support of faculty involved with educational technology initiatives, and for the assessment of those initiatives. (5.2-2)

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## Appendices

## 5.2 Committee Members

Russell Herman, Chair	Mathematics and Statistics
David Berman	Computer Science
Andrea Deagon	Foreign Languages and Literatures
Edna Mory	Specialty Studies
Earla Pope	Nursing Learning Resource Center Director
Laura Reuss	Lab Coordinator, Biological Sciences
Frank Trimble	Communication Studies

## Documentation

Office of Institutional Research. "Faculty Evaluation of Administrative Services."

[<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/).

UNCW SACS Self-Study. Self-study reports from eighty-two administrative and academic units, each with supporting documentation.

UNCW. Academic Unit Web Pages. [<http://www.uncwil.edu/www/acad\\_dept.html>](http://www.uncwil.edu/www/acad_dept.html).

--. Administrative Unit Web Pages. [<http://www.uncwil.edu/www/admin.html>](http://www.uncwil.edu/www/admin.html).

--. *SACS Self-Study Faculty Survey 2000*. [<http://www.uncwil.edu/oir/survey\\_folder/>](http://www.uncwil.edu/oir/survey_folder/).

--. SACS Self-Study Section 5.2 Committee. "Suggestions Based on Unit Reports"

--. SACS Self-Study Section 5.2 Committee. "Departmental Strengths and Weaknesses."

University of North Carolina. *UNC Alumni Survey of Graduates, 1997-98*.

[<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/).

--. *UNC Alumni Survey of Graduates, 1999-2000*.

[<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/).

## Department and Unit Summaries of Educational Resources

### Anthropology

All classrooms utilized by the Anthropology Program have appropriate visual display technology including VCR linked TV monitors, pull down projection screens, slide and overhead projectors on wheeled carts. Two mobile multi-media units are available for faculty and student use. These are kept in a locked storeroom that is accessible to all faculty members (office keys open this storeroom). Several classrooms on both first and second floors of the SB building will be set up with permanent multi-media equipment by Fall 2001. Internet connections have been installed in all classrooms; the three anthropology laboratories were wired for internet during Fall 2000.

In addition, SB 202 houses the collection of primate and fossil hominid casts that are used in teaching a number of courses (Ant 105, Ant 210, Ant 320, Ant 322). A large wheeled cart is available for transporting these materials to other classrooms. Large physical maps of the world cover the entire length of one wall of SB 202. These maps are used constantly in lower and upper division anthropology courses.

Anthropology requires specialized facilities and equipment for teaching and research purposes in Forensics and Human Osteology, Archaeology, and Human Biological Variations laboratories.

### Art and Theatre

This department maintains a copy stand and camera for the making of slides, available to all departmental faculty. A "lab assistant" is available to assist in the labeling and preparation of slides. Other instructional spaces used by the department, such as the scene shop and costume shop, are outfitted to meet instructional needs. There are three "shop assistants" who provide instructional support in the specialized areas of the ceramics studio, the scene shop and the costume shop.

### Biological Sciences

The Department of Biological Sciences maintains fully-equipped teaching laboratories in Dobo Hall, Friday Hall, and the Center for Marine Science. In addition to microscopes, specimens, slides, and other materials necessary for teaching biology-related laboratories, several of these labs are also equipped with computers.

Many classrooms are equipped with audiovisual aids such as slide projectors and overhead projectors. In addition, several classrooms in Dobo Hall are equipped with multi-media equipment, including computers (some of which have network access), VCR's, and ELMO projectors that are hooked up to an overhead projection system. For classrooms that are not equipped with these materials, there are several slide projectors, overhead projectors, portable computer/ projection systems, and portable TV/VCR's that are available on an as-needed basis.

In Dobo Hall, Friday Hall, and the Center for Marine Science, there are photocopy and risograph machines available for faculty use at all times. In addition, there are photocopy machines in the vending areas for student use in Dobo Hall and the Center for Marine Science.

The department also maintains a modern 2250-square-foot greenhouse, a vertebrate range, and a herbarium. The greenhouse provides facilities for faculty and



student research projects and for laboratory exercises. The vertebrate range and teaching collections provide space for research and study of vertebrate animals. The herbarium, which serves as a source of teaching and research material, is the repository for dried collections of algae, fungi, bryophytes, and vascular plants.

Randall Library provides the department with monograph collections to support the university undergraduate and masters degree programs in biology and marine biology. The library maintains 367 science-related or marine-related periodicals. In addition, there are 107 periodicals in electronic form, so over 503 titles, as well as Government Documents, support our programs. Library services consist of Reference Assistance, Mediated Database Searching, and Bibliographic searching instruction, interlibrary loan, Table of Content/ Current Awareness Service and Document Delivery.

### Chemistry

The Department of Chemistry is located in Dobo Hall (DO). The department is assigned three classrooms in the building: DO-132 (52 seats), DO-202 (120 seats), and DO-205 (75 seats). All of the classrooms are equipped with ceiling mounted video/data projectors, sound systems, and built-in computer consoles.

The department has six laboratories devoted exclusively to teaching: DO-123 (Gen. Chem.), DO-125 (Gen. Chem.), DO-126 (Gen. Chem. and Env. Chem.), DO-201 (Org. Chem.), DO-203 (Org. Chem.), and DO-256 (Phy. Chem., Inorganic Chem., and Quant.). In addition, three laboratories serve double-duty as teaching and research facilities: DO-248 (Biochem.), DO-255 (Analytical), and DO-235 (Inorganic). All of these facilities are modern and well equipped for instructional purposes. Specialized research facilities include two dual-temperature cold rooms and a clean room.

The department has two computer labs. The largest of these two labs, located in DO-230, contains 34 high-speed Pentium computers; all of these computers are connected to the campus network and the Internet. The laboratory also contains two laser printers, a flat-bed scanner, and a video/data projector. Highly specialized molecular modeling software and other chemistry-specific software are loaded on the computers in this lab, along with the standard complement of productivity applications. This facility also contains tables, chairs, and sofas for students to use for study sessions and group work. Undergraduate students have access to the facility 24 hrs. a day, 7 days a week, 365 days a year. Graduate students have card key access to this computer lab.

The smaller computer lab is located in HSKP-20 (in Dobo Hall) and contains six Silicon Graphics workstations for molecular modeling and computational chemistry. This computer lab is primarily devoted to research and upper-division undergraduate and graduate coursework.

The department has a full complement of modern scientific equipment and instrumentation for teaching and research that includes NMR, IR, UV and AA spectrometers; GC, HPLC, MS and ion chromatographs; and centrifuges, potentiostats and specialized chemical glassware.

A set of 24 Dell 3800 laptop computers with wireless network cards and data acquisition kits are available for use in general chemistry, physical chemistry, and organic chemistry. The data acquisition kits contain transducers for measuring voltage, pH, conductivity, light absorption, temperature, and pressure. Specialized probes are available for measuring dissolved oxygen, atmospheric CO<sub>2</sub>, NH<sub>4</sub><sup>+</sup>, NO<sub>3</sub><sup>-</sup>, Cl<sup>-</sup>, and nuclear

radiation. The department also has access to 100 HP-Jornada 720 handheld computers. These computers have wireless network connectivity and contain specialized molecular modeling software.

The Department of Chemistry conducts periodic workshops for both faculty and staff in new computer systems and software applications. Most recently, workshops were conducted to introduce faculty to the new handheld computers and molecular modeling software being used in general and organic chemistry. The staff are encouraged to attend workshops offered by Human Resources and Information Technology Systems Division to upgrade their computer skills and to learn to work more productively with information technology. Faculty also conduct one-on-one training for the staff in technologies such as database development and Web page creation.

### Communication Studies

On average, ten faculty or staff members complete training through the Center for Teaching Excellence or Information Technology Systems Division each academic year. In addition to the institution's well-developed learning skills centers, over the past five years, the department has designed and occupied a computer lab classroom in Hoggard Hall 226. While this space is shared with the Information Technology Systems Division for its faculty/staff training, the department maintains scheduling control over the space. Approximately eight classes per semester are convened in the unit's computer lab, and that number is likely to climb as the program continues to expand in both number of majors, number of faculty, and classes integrating computer-related assignments. Student populations of courses held in the lab are in the range of 20-30.

The addition of a dedicated computer lab classroom on campus has greatly enhanced the unit's inventory of available instructional space and enabled the design and implementation of technology-intensive courses. The single lab provides an environment for courses in numerous discipline areas, which include research methods, mass media research, mass media production, screenwriting, and corporate communication. The departmental computer lab along with those open labs furnished by the institution allow students without personal systems reasonable opportunities to work at computers on campus. A small audio/video-editing suite assists with student and faculty work in that arena.

### Computer Science

The Department of Computer Science controls one technology classroom (BR 206), one undergraduate computer laboratory, and two faculty research laboratories. The department had a second technology classroom (BR 281) that was converted to offices.

The library provides several magazines and journals related to the computer science discipline. Additionally, more than 45 electronic journals are available.

### Creative Writing

The Department of Creative Writing owns or shares with English most audio-visual equipment necessary to its curricula, such as an overhead projector, a video projector, a vcr/tv cart, and a compact disc player. The department shares a duplicating

center with English. All faculty and Graduate Teaching Assistants have easy access to duplication and to Audio/Visual resources through the English office.

The Department of Creative Writing has committed resources to the development of a publishing laboratory that currently consists of one small computer lab (five units) to introduce students to the new technologies in on-demand and on-line publishing. It has developed in-house publication practicum projects, such as the course packet for CRW 201: Introduction to Creative Writing. These projects, in addition to recently instituted annual departmental symposia on publishing, job hunting, and career building, will give CRW students hands-on training and mentorship in practical areas.

### Earth Sciences

In the Department of Earth Sciences, the undergraduate instructional programs of Geography and Geology reside within the confines of DeLoach Hall. DeLoach Hall is shared with the Department of Physics and Physical Oceanography, as well as the 2+2 Engineering Outreach Program. In addition, two of the teaching classrooms (DeLoach 101 and 114) used by the Department of Earth Sciences are considered university access classrooms and are scheduled for other programs throughout the academic semesters by the College of Arts and Sciences.

Each teaching classroom used by the Department of Earth Sciences in DeLoach Hall has available the basic instructional support devices commonly found in most university classrooms. Each classroom is supplied with blackboards, an overhead projector, a 35 mm slide projector. Each classroom has been wired for network access, but few of the classrooms have computer platforms. DeLoach 114 is the largest teaching classroom in the building (100 seats) and has recently (Summer 2000) been upgraded with a multimedia platform so that network, VHS, sound and TV are available to the instructors for teaching.

Teaching laboratories in the Department of Earth Sciences (DeLoach Hall) include Physical Geology Laboratory (DL 109), Physical Geography (DL 116), Mineralogy Laboratory (DL 224), Petrology Laboratory (DL 222), Sedimentology Laboratory (DL 216), Cartography Laboratory (DL 118), Spatial Analysis Laboratory (DL 122), Structural Geology/Paleontology/Stratigraphy Laboratory (DL 105). These basic laboratories have, as appropriate, fume hoods and laboratory benches for experiments or large tables for use in map reading or sample identification. A large number and variety of laboratory classes (other than those for which the rooms are named) are held in these facilities.

A small photographic darkroom in DeLoach Hall is shared with the Department of Physics and Physical Oceanography. This includes the basic equipment of black and white film development and illustration preparation (camera stand and color-balanced lighting). Maintenance and supplies for this laboratory are derived from the Department of Earth Sciences annual budget. This laboratory is not accessible to the disabled.

Two other laboratories on the university campus are maintained by the Department of Earth Sciences. Friday Hall houses a small X-ray Laboratory, which is a Safety-Department-approved laboratory. The Earth Sciences Department maintains the Phillips X-ray diffraction equipment in this laboratory. The Rock Preparation and Thin Section Laboratory is located in the Academic Support building on the east side of campus. This small facility is used for specialized instruction for the geology program.



Depending upon the research direction of the graduate student and faculty adviser, laboratory facilities at the new Center for Marine Science may be used.

Graduate teaching assistants are assigned to appropriate faculty and courses by the Department of Earth Sciences graduate coordinator. Because the department has only a geology masters program, the graduate students that assist in laboratories and classes of the geography curriculum are often required to spend additional time in class so as to have the necessary background to accomplish their teaching assignments.

The Faculty Mentor program at UNCW is new and faculty in the department are encouraged to take advantage of this program. Until now, all mentoring in the department has been informal.

### English

The Department maintains equipment and facilities such as audiovisual equipment, CD and tape cassette players, duplicating and computer services, and a computer lab. Although the University's Writing/Reading Place is not part of the English Department, teaching assistants in the English Department are required to work as consultants to the Center. English Department faculty train these teaching assistants as reading and writing consultants.

### Foreign Languages and Literatures

The facilities and instructional support services provided by Foreign Languages and Literatures include secretarial services, duplicating services, a foreign language laboratory, linkage with Student Service Centers, audio-visual equipment, and computers.

There is a Faculty-Mentor program in place in which all junior faculty are assigned a senior faculty mentor. Junior faculty are also in contact with faculty in other departments with similar positions.

### Health, Physical Education, and Recreation

This Department has an exercise science laboratory and a multi-stationed computer laboratory in its main teaching facility, Trask Coliseum. In addition, the gymnasium, outdoor courts, playing fields, and a natatorium are easily accessible by students. Audiovisual equipment (Power point multimedia carts) is housed in the department as are FAX, Risograph, and transparency reproduction equipment. The four classrooms utilized by the department are equipped with permanently mounted television units. Finally, an excellent athletic training complex is available for faculty and student use.

The university will be providing renovation for the classrooms and labs. The university has also provided resources to enhance instructional materials and equipment in the exercise science lab and the athletic training room.

### History

All Department of History faculty offices and classrooms used for history instruction are currently wired for the campus network. Audio-visual and computer equipment include slide projectors, televisions and videocassette recorders, over-head projectors, camcorders, movie projectors, microfilm readers, tape recorders, document scanner, and one digital projector. Paper maps are currently available in every history



classroom, but these will become less necessary once the history classrooms are wired for digital projection.

Though the library is considered the Department of History's laboratory, each faculty member has a computer in his/her office equipped with various software programs used for preparing course material and in some cases, recording grades. Various faculty members have attended Center for Teaching Excellence (CTE) workshops or received CTE grants. Graduate students assist full-time faculty with classroom instruction, grading, leading discussions, holding office hours, proctoring examinations and conducting review sessions.

### Mathematics and Statistics

Most of the classrooms supporting the departmental teaching function are in Bear Hall due to the special technological needs of many of the classes. All of these rooms have a Texas Instruments ViewScreen, which provide graphing calculator support of lower level classes, and an overhead projector. There are two other projectors floating in the department. There are two VCRs, one of which is connected to a large TV and stored in the department's storeroom. A second setup is kept in the Dean's office for first floor use.

Of the rooms equipped with technology, Bear Hall 106, 208 and 219 are equipped with classroom computer stations for instructors to use in computer-enhanced classes. Each of these rooms has a networked 450 MHz machine connected to a ceiling mounted projector. Rooms 208 and 219 have whiteboards installed. Rooms 106, 208 and 200 have blackboards at least 12 foot long. There is also an ELMO Visual Presenter, Model EV-400, located in Bear 208.

Bear 164 originally housed a National Science Foundation funded computer laboratory, which was the first test bed of using computer labs and multimedia instructor stations in the Mathematics and Statistics Department. The lab has evolved into an all-purpose computer lab that supports mostly upper level and graduate course instructional and computing needs. There is a larger computer classroom across the hall in Bear 161.

Other facilities include a meeting room in Bear Hall 247 and the Math Lab. Until this year, the department had an all-purpose meeting/conference room which supported committee meetings, a student work area, a meeting room for the Mathematics and Computer Science Club, a gathering room to welcome visitors and for presentations by community groups and occasional small class activities.

### Music

The university provides a computer lab for music majors, practice rooms, tutorial services from the learning center, and duplicating services. The computer facility needs in the Department of Music include workstations for students and faculty, appropriate access to the Internet and campus network, and hardware and software for the production of sound recordings. In addition to the lab, the rehearsal room has audio equipment and two classrooms are equipped with audio-video equipment. Most full-time studios (seven) have been provided with recording and playback equipment.

The music library resources at UNCW are acquired, managed, and housed at Randall Library. The five formats (Audio-Visual, Reference, Books and Scores, Serials, and Music Education materials) are in five remote areas of the library, and the computer

catalogue is adjacent to the General Reference, but some distance from the music reference books. The library provides students with a listening facility that consists of three VCR players, one turntable, two stationary CD stations, and eight portable CD's that can be checked out by students for a period of two hours. The library houses 1,500 CD's, 2,500 LP records, 8,000 videocassettes, and 800 audiocassettes. Improvements in recent years include the acquisition of NCLive, a network of electronic tools that includes such items as WORLDCAT, the Union Catalog of OCLC and a primary research tool for faculty and serious study by students.

There is one sound-attenuated classroom (KE-111) and one non-sound-attenuated classroom (KE-106). The music unit has a piano lab and partial use of a music classroom (KA-201) in Kenan Auditorium. There are only five sound-attenuated applied music teaching studios, and four of these serve as the principal office for full-time faculty. The percussion instructor and the piano instructor have non-sound-attenuated studios for their teaching.

### Philosophy and Religion

The Department of Philosophy and Religion has a Teaching and Learning Circle that meets every month and that involves 75 percent of the department's faculty members. This undertaking is in service of effective teaching and learning, and is done under the auspices of the Center for Teaching Excellence, whose director is currently a tenured faculty member in Philosophy and Religion.

The Philosophy and Religion Information Technology Working Group provides occasional rudimentary workshops on use of the department's classroom multimedia equipment located in Bear 103 and Bear 261. The classroom multimedia workshop has been given on a yearly basis; there is no documented assessment of these activities.

The department has a seminar room (Bear 261) that houses the departmental library and is the equivalent in some ways to a laboratory, since libraries are one of the focal places in which humanists do their research. Department faculty, staff, and students use this library.

### Physics and Physical Oceanography

Currently, the department controls one undergraduate laboratory and two research/advanced laboratories. The Physics Lecture Hall (DL 212) boasts a full multimedia installation, complete with ceiling-mounted Sharp LCD projector, Onkyo high-output receiver with 6-way Dolby surround sound, 400 MHz Dell Pentium computer, JVC Super VHS recorder, and RCA DVD video player. The primary teaching classroom (DL 213) is outfitted with a portable computer-driven projection system.

Experiments performed in the introductory laboratories clarify concepts presented in the accompanying lectures using simple off-the-shelf apparatus that is readily available at moderate cost. The Laboratory Development Committee is charged with developing an affordable replacement plan for capital equipment purchases. Four telescopes, a binocular telescope, and numerous peripherals adequately serve the introductory astronomy offering.

The Advanced Laboratory (PHY 400) demands some creativity and independence on the part of the student. Rather than complementing specific lectures, experiments are intended to familiarize students with techniques and equipment vital to their professional

development. Consequently, equipment should be research-grade, and some will necessarily be of a very specialized nature. Advanced Laboratory students supplement basic experimental skills with training in specialized areas that reflect the research interests of the faculty. This strong tie-in with faculty research enables equipment purchased with research funds to also be used in educating undergraduates. One experimentalist has recently joined the staff and the department expects to hire another in the coming year. Their role in establishing a viable experimental program for physics majors cannot be underestimated.

The Physics journal collection currently includes more than 55 subscriptions, many now offering on-line access to full-text articles.

### Political Science

The Political Science Department has a survey research lab with 10 workstations, its own audiovisual and duplicating equipment, and a nearby computer lab for its students.

### Psychology

The Department of Psychology uses technology to enhance the delivery of instruction by courses offered through the Web or Web-based educational enhancements for classroom lecturing, multimedia systems in classrooms, and courses in which interactive computer-based laboratory exercises are used. Each classroom has an overhead transparency projector and one has a permanently mounted television monitor and VCR. The department has additional television monitors and projectors with VCRs and/or videodisc players available for classroom use. Additionally, the department has a fully equipped multimedia station and online access in each classroom.

All faculty members have computers and software, including many specialized programs that are available to advanced undergraduate and graduate students. In addition to computer resources available in university computer centers (one of which is in the same building as the Department of Psychology), the department has an experimental/computer laboratory with software for statistical analyses and presentation of online experiments. This space must also be used as a classroom for 36 hours per week. The department's research laboratories provide hands-on experience for students.

The library subscribes to approximately 200 journals that cover research, theory, and clinical practice in psychology and related disciplines. The library has extensive holdings of historical and current professional books, and videotapes available for classroom use.

During 1999-2000, at least ten faculty members in the department attended at least one teaching workshop sponsored by the CTE. In addition, the department has an active faculty mentor program to assist new faculty with informal consultation in classroom skills and teaching activities.

### Social Work

The Department of Social Work is currently located in Friday Hall with minimally adequate office and classroom space. While some sharing of faculty offices occurred in 2000, in Fall 2001 the Department of Social Work will move into greatly expanded facilities in a new classroom building currently under construction. Social



Work will obtain nine faculty offices, two general classrooms, a small lounge and a seminar/meeting room specifically for social work use. The building will be a state-of-the-art multi-media teaching facility housing the departments of social work, foreign languages and literatures, communication, political science and public administration. A computer lab/teaching area for 45 students will also be located in the building.

There are a large number of journal holdings in the social sciences, as well as many specialized holdings in areas of concern to social workers, including marriage and family, aging and gerontology, drug and alcohol abuse, health services, etc. The library subscribes to 33 of the journals that are listed in the Council of Social Work Education Library Report, indicating that needed professional literature is readily available. Those materials not on site at the library are readily available through interlibrary loan. The library also subscribes to 37 CD-ROM products. Those most useful to social work research include *Social Work Abstracts*, *Sociofile*, *Child Abuse and Neglect*, *CINAHL*, and *Social Sciences Index*. ERIC and Psychinfo are available through the library system gateway and the World Wide Web-based catalogue.

The book holding in social work and the social sciences are equally impressive. There are more than 4,000 volumes in social work related materials and more than 16,000 volumes in other related areas such as sociology, criminal justice, anthropology, nursing, and psychology.

#### Sociology and Criminal Justice

Each of the five classrooms assigned to the department is equipped with overhead projectors, projector screens, and permanently mounted TV/VCR units. Each classroom is also wired for WEB access. The department has a storage room that houses other audiovisual capability including two mobile multimedia units (computers and projectors), slide projector, backup mobile TV/VCRs, and backup mobile overhead projectors (all full-time and part-time instructors have key access to this storage room). Through their instructors, students also have access to this equipment. In addition, the department shares key access with other departments housed in the building to a workroom with a copying machine, Risograph machine, and electronic collator (all full-time and part-time instructors have key access to this workroom)

#### Cameron School of Business

At this time, Cameron Hall is at nearly full utilization from 8 a.m. until 8:45 p.m. All classrooms are equipped with an overhead projection unit, computers with zip drives, CD-Rom and audio support, portable keyboards, and VCRs. Ongoing training is provided to the faculty and staff for media and technology use.

The book collection in Randall Library contains more than 30,000 titles devoted specifically to business topics. Table 1 of the School of Business unit report, "Business Book Collection in Randall Library," presents a summary of the number of books in each business-related subject area. Other related collections that support Cameron School of Business instruction and research include computer science and mathematics, psychology, tourism/ recreation, education, and health science. There are 317 business-related journals housed in Randall Library. Additional holdings in computer science, mathematics, psychology, environmental science, business and science services, health



care, and popular literature on business are also available. More than 270 of the business serials are in hard copy format. Others are accessible through the Internet.

### School of Nursing

The School of Nursing Learning Resource Center in rooms 106 and 109, Hoggard Hall (HO), is open from 8 a.m. to 5 p.m. daily, Monday through Friday, with the Learning Resource Director available during those times. HO 109 houses the student photocopier and the School of Nursing video and audio tape collection of more than 250 titles. Six TV/VCR combo listening stations located in the two rooms provide students with the opportunity to use the videos. Two large TV/VCRs on carts can be wheeled to any room in the School of Nursing. Students do a great deal of work in small groups, and the arrangement of the computer and AV stations are arranged to accommodate this work style. There are also headphones available for individual work.

The two classrooms in Hoggard Hall, HO 111 and HO 117, are equipped with Ethernet connections. Two portable computers (One PC is a Pentium I, the other a Pentium III) are wheeled into the classrooms or into the main computer room of the Learning Resource Center for student and faculty presentations. Room 111 has a ceiling-mounted Polaroid LCD projector that projects both computerized presentations and videos (VCR stays in classroom, wired to projector wall connections). Room 117 has a large-screen TV for presenting videos. A 3M cart-mounted LCD projector is used for computerized presentations in that classroom and for instructional sessions in the two rooms of the Learning Resource Center or in the Simulation Laboratory. When they are not being used in classroom presentations, the two computers on carts are used in room 109 of the Learning Resource Center as student workstations.

Students receive instruction in the use of Learning Resource Center resources at the beginning of the School of Nursing course of study the first summer they enter the School. Later incorporation of computerized and other learning resources into course work occurs informally within the Learning Resource Center and Simulation Lab in the form of individual and small group sessions throughout the two-year course of study. Graduate students also have an orientation with the Learning Resource Center director at the beginning of their first semester. They may meet with the director at later times by individual appointment when there is a need for assistance with presentation equipment or research using electronic resources. The Learning Resource Center director is a masters degree-prepared librarian.

There are two video cameras (both purchased within the last two years) and a tripod available for taping student and faculty presentations and demonstrations. Portable easels, tape recorders, two slide projectors, and portable overhead projectors are also available for classroom and off-campus presentations. All the portable equipment is used to support student and faculty patient education and health fair projects both on campus and at clinical sites.

As of Fall 2000, most of the graduate nurse practitioner program classes and the assessment lab are in Friday Hall 230. Instructional support equipment in the form of a laptop computer w/Ethernet connection, a portable LCD projector, an overhead projector, and one of the slide projectors are kept in the room, as are simulation lab examining tables and assessment equipment (inventory list of both Simulation lab and Learning Resource Center inventories are in the Dean's office).

In addition to AV and computer resources, the Learning Resource Center houses nursing reference books, particularly NCLEX review books (and their accompanying software) and drug guides. These augment the Randall collection, which is extensive and open to students on weekends and almost 24 hours per day on weekdays. The Learning Resource Center director also submits requests to Randall Library for ordering of books and video recordings through the School of Nursing departmental allocation. She works closely with librarians at Randall to assure that information about Randall health resources, both electronic and print, is made available to students. Randall reference librarians have done presentations to nursing faculty in the Learning Resource Center about electronic resources in health and nursing.

The Simulation Laboratory is equipped with eight bedside and examining table student stations that allow students to practice nursing skills on models before practicing them on each other and eventually real patients in the clinical settings. Students (mostly first year students) are tested on skills in the Simulation Lab with the Simulation Lab director and three senior student assistants before being allowed to do the specific skills in the clinical setting. In 2000, the Simulation Lab director obtained grant funding for a CathSim Intravenous Training System. It is now used to train students to develop the cognitive and motor skills they need to do IV catheterization without actual patient contact. The CathSim features a computer program with an accutouch interface. Using the system, nursing student simulate patient preparation, from applying the tourniquet to cleansing the insertion site. With needle insertion, the accutouch allows the student to "feel" the needle passing through the skin to vein, even allowing the "patient" to say "ouch" when appropriate.

#### Watson School of Education

All areas in King Hall are now handicapped-accessible due to the installation of an elevator in 1996. New furniture was purchased for the science classroom in 1997, and the furniture in all other classrooms was replaced in 1998.

To provide supervision as students begin to apply their course learnings, King Hall maintains an Ed Lab, which is an instructional support service for students in the Watson School. There, students enrolled in reading, mathematics, and special education courses are supported by experienced former public school personnel as they learn to plan lessons, tutor, and reflect on the outcome of their tutoring. Each student is assigned a school-age child to work with for the semester.

#### Graduate School

The responsibility for providing facilities and instructional support for graduate curricula rests primarily with the academic unit that offers the specific program. The program also must see that these facilities are well organized and accessible. The Graduate School does complement these efforts through the operation of specialized facilities such as the Graduate Computer Lab and by assigning graduate students to assist with learning and tutorial centers on campus.

#### Center for Marine Science

The Center for Marine Science does not offer courses, but it supports courses, seminars, and presentations by providing audiovisual equipment and graphic services. In

supporting the research and instructional programs, the Center must utilize temporary and time-limited clerical staff. There are not enough permanent positions funded to adequately meet the needs of the Center. Technical staff necessary to support the Center's activities is also limited. Additional technical staff is needed to adequately serve the research needs of the faculty and students. One of the most problematic areas is the separation of operations staff from the main facility. Until additional facilities are acquired to relocate the operations staff and facilities to the new facility at Myrtle Grove, the efficiency of the operations capabilities is compromised.

### Honors Scholars Program

The Honors Scholars Program supports the Honors Curriculum with the following facilities and instructional support services: three seminar/classrooms available for classes in the Honors Office (Randall) and in the Honors House; portable multimedia center (laptop, LCD projector) available for all honors faculty and students to use for class presentations or honors defenses; slide projector, overhead projector, and video system available for class use; digital camera available on check-out. A new video camera is needed for faculty and honors student use; the program plans to purchase one within the year. Duplicating services are made available for honors faculty for class materials.

The Honors Program has access to the UNCW network through four computers in the Honors Office and in the Honors Computer Lab in the Honors House. The Office of Information Technology maintains the Honors House Computer lab, a 24/7 lab conveniently located for students. Many of the honors faculty have their class syllabi and other materials on the web as well. Faculty have access to training in instructional methodology through the Center for Teaching Excellence and the Technology Systems Division. Honors staff receive regular training in appropriate software applications on an as needed basis.

### International Program

Educational equipment such as computers for the students enrolled in the English as a Second Language (ESL) program is adequate, but within the next year, the students will need to have access to a bank of computers onto which ESL-specific software, such as TOEFL preparation material, has been loaded. Collaboration with the Department of Foreign Languages and Literatures might satisfy future needs for appropriate learning technologies.

Faculty and staff are provided with computers, but there are not enough workshops or assistance for personnel adapting to new software programs or, for example, changing from Macs to PCs. As a result, Office of International Programs secretaries require training in computer networking or databases that Office of International Programs badly needs. Further, since Office of International Programs relies on student employees for vital services such as web page maintenance, the turnover in student help results in a lack of continuity from year to year.

The Student Service Centers are very efficient in their delivery of services to international students on campus, and Office of International Programs facilities are readily accessible to students with disabilities.



Office of International Programs staff or designated faculty colleagues regularly conduct site visits to foreign exchange partners to inspect facilities and support services for UNCW students studying abroad and insure that these are adequate to UNC-W's teaching mission.

#### Science and Mathematics Education Center

Special lab equipment required for Science and Mathematics Education Center (SMEC) programs such as Introductory Biotechnology, Students as Scientists, and GLOBE is maintained and stored by the Center. Teachers have access to equipment for use in their classrooms by completing programs offered through the Center. The SMEC Technology Loan Program maintains and schedules the loan of equipment to teachers for up to two weeks during the school year. This equipment is also made available to university faculty when not otherwise scheduled.

The Center possesses and provides audiovisual equipment (video projectors and overhead projectors) for instructors of its programs. University faculty are permitted to borrow SMEC equipment for use in their university courses and for professional presentations. Since yearly record keeping began in 1997, the number of different faculty who borrow SMEC equipment has increased from 7 in 1997 to 23 in 1999. This reality underscores the symbiotic relationship between SMEC and the university faculty with whom the Center works. Very often faculty find it much easier to borrow a laptop or video projector from SMEC than to go through other university units.

#### Business Services

Various subgroups within the Business Affairs Division clearly and appropriately communicate their respective roles and initiatives with regard to instructional support. These units include the Safety Department, Auxiliary Services, Printing/Duplicating Services, Transportation and Parking, and the campus Arboretum. In addition to lists of instructional support they each deem most viable, the various units offer a clear statement concerning individual roles with regard to instructional support in noting their impact on instruction "whether through the classroom, the workplace, or the study environment."

The Business Affairs Division report reflects general compliance with the various elements of must statements 5.2-1 and 5.2-2, for instance, in noting the adequacy of resources, personnel, planning mechanisms, past accomplishments, and future plans and goals. Each unit notes its success in offering a variety of facilities and instructional support services, as well as the ability to fulfill our institutional purpose and contribute to the effectiveness of learning.

Specific examples of initiatives now in place (UNCW Computer Initiative, Textbook Reserve Program, UNSea Card) and various plans (Arboretum/Landscape Plan, Landscape Master Plan) indicate the division's skill in designing and implementing successful initiatives, as well as its long-range vision and related strategies. Student and faculty surveys such as a Spring 2000 study concerning safety issues indicate the group's considerable success, especially in comparison to constituent UNC institution response results.



### Telecommunication Services

The unit succinctly summarizes endeavors aimed at instructional support. These include assistance with computing labs, faculty and student training, the Center for Teaching Excellence, the Technology College, and Randall Library. Future plans and initiatives are noted in the group's statement that "during the 2000-2003 terms the department will provide support to both the cellular wireless and laptop wireless networks."

The unit also notes activity in "...providing training sessions in the use of new equipment and in working with departments chairs and deans to determine standards for classroom instructional equipment, its configuration and installation in priority facilities across campus."

### Extended Education Degree Programs

The unit identifies its primary role regarding instructional support as resources and initiatives including "selected services and supplies, access to learning labs and classrooms, access to on-site library services plus on-line services with the UNCW library." The group notes that the most extensive agreement and array of services is between UNCW and Coastal Carolina Community College.

### Public Service

The unit identifies its primary instructional support role as "...one of the four pilot extension programs funded from the General Assembly through the Office of the President of the University of North Carolina at Wilmington" and notes success in equipping off-campus facilities at the receiving community colleges. Various elements of the unit's Extension Services are discussed in light of **must** statements 5.2-1 and 5.2-2. The group's mechanisms for monitoring its endeavor's success thus far are evident in the results of a 1997 SACS substantive change committee review and the National League for Nursing accrediting committee review.

### Distance Learning

The Community Outreach Services maintains two distance learning, interactive videoconferencing group rooms and one small conference room that are available to all faculty, staff and students. Faculty, staff and students also have access to a fax, phone, several copiers, the UNCW network service and instructional support for computers. Other University resources mentioned include the VAX, Copy Center, Print Shop, postal services, accounts payable and purchasing.

Accompanying documents include the *Year End Usage Report* for 1996 and 1998. These reports list dollar amounts required to maintain various categories. The 1997-1999 North Carolina Research and Education Network Quality Assurance Documents thoroughly explain the manner in which Distance Learning is maintained at UNCW. There is a site operator that ensures local site reception, switching, routing and transmission of the video and audio signals. The site operator also directs local pre-broadcast set-up, testing, troubleshooting and resolution of technical issues. The *Guide to Video Operations on the North Carolina Information Highway* states a general definition of Distance Learning ("correspondence courses taken through the mail, up to live interactive classrooms with full motion video, full spectrum audio and integrated

data connectivity"). This guide also contains a glossary, network troubleshooting, network operations (explaining daily set-ups, what stays on, etc.), technical support, a video troubleshooting guide and a user's guide for the classroom. This documentation is also greatly detailed, therefore seems to provide sufficient instructional support concerning the equipment to aid faculty, staff and students with Distance Learning procedures.

### UNCW-TV

UNCW-TV equipment is solely for broadcasting purposes. This includes two broadcast quality non-linear edit suites, one linear edit suite, two broadcast quality digital video cameras, two S-VHS cameras, an audio mixer, video mixer, and a 2-channel head-set system. All this equipment been purchased within the past four years. UNCW-TV accepts three interns each semester who are trained on the afore-mentioned equipment by the lead production assistant. Therefore, all interns have access and gain experience with broadcasting technology.

### Institutional Research, Including Planning and Facilities Scheduling

Institutional Research, though not a unit that directly operates facilities and instructional support for students and faculty (and one that did not address Section 5.2 directly), does offer its services to the UNCW community in such a manner that all have ready access to the information and analysis it provides to support the university mission by its planning role. Results of reports and surveys are promptly posted on the Web, and the internal surveys themselves are conducted through the Web after high-visibility announcements through campus e-mail and paper memos to all departments.

In the exhaustive survey that Institutional Research conducted for the university to initiate the SACS self-study process, the authors state, "Institutional Research provides accurate and timely reports and publications to the University community." The charts show high levels of agreement with that statement and others related to it. Their survey analysis on page 33 of their unit report concludes the following:

The results of this survey indicated that there are relatively low numbers of the respondents who disagree with the three questions asked about the institutional research function. This indicates that people know about the materials that the office produces and are satisfied that they meet their expectations.

### Research Administration

In the "Overview of Activities" section of their SACS self-study unit report, the Office of Research Administration (ORA) provides a concise description of their purpose: "ORA provides complete sponsored programs administration and support including (a) identifying funding sources, (b) assisting faculty in proposal development, and (c) monitoring funded projects. ORA also administers internal grant programs and the return of indirect cost monies to departments."

The technology advances since the last SACS review (1990) and the addition of the full-time position in 1998 have enabled ORA to provide greatly enhanced technological assistance through the creation of electronic versions of many standard federal, agency, university, and ORA forms. These are located on the ORA website

(<http://www.uncwil.edu/ora>). Each proposal is reviewed for budgetary adequacy and compliance with sponsor and university requirements. Provided adequate lead-time, ORA staff reviews and critiques the proposal at the request of the PI. Time constraints of the director and the proposal coordinator have limited the actual hands-on assistance provided to faculty. However, a special effort is made to coordinate multi-disciplinary projects with as much support and input as possible. Group sessions and one-on-one assistance is offered faculty in electronic proposal submission, reporting, and the use of the forms. The director meets on a regularly scheduled basis with Advancement staff to identify potential private funding sources and matching funding for collaborative activities.

### Facilities Management

All Safety Department services have an impact on quality of instruction, whether through the classroom, the workplace, or the study environment, but services more directly related to instructional activities include hazardous waste disposal, biohazardous waste disposal, radioactive waste disposal, MSDS reference service, spill response/spill kits, chemical storage planning, and graduate student lab training. Inspections of laboratories, fume hoods, and drench showers and eyewash stations also qualify as instructional support.

Large increase in laboratory space (Center for Marine Science), graduate programs and research has caused major changes in the safety workload. Radiation protection and hazardous waste disposal represent approximately 60 percent of the department's workload.

The Safety Department works closely with academic departments via the *Radiation Protection Committee* to ensure the manual remains current with accepted industry/research library practice. Other committees that ensure the appropriate level of internal oversight include the *Diving/Water Safety Committee* and the *Laboratory Safety Committee* (previously referred to as the Chemical Hygiene Committee), responsible for the *Laboratory Safety Manual*. These are in addition to the *Workplace Safety Committee* mandated by state statutes, the hurricane preparation/emergency operating center, and other special purpose committees for worker and public safety.

Auxiliary Enterprises provide support to the educational mission of the university by providing goods and services to both students and faculty/staff. The auxiliary operations at UNCW include student store, food service, vending, transportation/parking, printing/duplicating, postal services, central stores, motor fleet and the UNSea Card.

Many of the auxiliary support services are accessible through use of the UNSea Card, which also functions as an identification card for both students and faculty/staff. The card offers students access to their meal plan, flex dollars, buildings and instructional labs, student government voting, and athletic activities. Flex dollars (debit card function) can be used in vending machines, food service, student store, laundry machines, copy machines, and for health center services. For faculty/staff, the card provides access to buildings, labs, parking gates, and the departmental copy machine program. Faculty and staff may also have a flex account for debit card transactions. The UNSea Card has been a popular and convenient method of conducting business on campus. The placement of card readers has also grown from none in 1994 to 312 readers in 2000. A breakdown of the 312 readers includes 76 for building/lab access, 58 departmental copy machine



readers and the remainder used for monetary transactions such as vending, laundry, student copy machines, merchandise/food purchases, etc.

Another measure of access to educational programs is transportation/parking to and on campus. The increase in parking decals sold has not kept pace with enrollment growth. Parking decals sold from 1990 to 1999 increased by only 14 percent while enrollment increased by 37 percent. This has been possible because the university implemented a "one-mile radius rule" which requires students living within a mile of the center of campus to use alternative transportation.

The university has adopted a planning philosophy regarding site development to maintain walking convenience for students, to provide easy access and contribute to the effectiveness of learning. Currently, the UNCW main campus consists of 640 acres, with 225 acres undeveloped. Building area coverage is approximately 4 percent, roadways and parking, 14 percent; approximately 180 acres is landscaped for pedestrian circulation and another 45 acres for athletic fields, and 10 acres for physical recreation. Site organization shall continue to favor the student on foot providing ample walks not in conflict with vehicular traffic. Bicycle use will increase, and bike racks and paths will be needed.

The Arboretum web site, <<http://www.uncwil.edu/arboretum/>>, describes how the university landscape contributes to the effectiveness of learning. The campus of UNC-Wilmington is an institutional Arboretum. It is intended to educate the campus and regional communities about native and cultivated plants, improve the beauty and atmosphere of the campus setting, engage in and promote the conservation and preservation of our natural resources, and provide public services. Landscaping throughout the campus will support academic departments with specimen plantings and living laboratories of native biological communities.



## **Adequacy of Services as Reported by Individual Units**

### Anthropology Program

The three laboratories have sufficient equipment for teaching advanced classes in biological anthropology and archaeology, and for sustaining the research projects associated with each. Each of the three Anthropological Laboratories have specialized equipment and instrumentation needs that are at the present time only partially met. Although each laboratory has minimally essential equipment for carrying out research and teaching functions, there is a pressing need to upgrade instruments and computer support, particularly in the Archaeology Laboratory where appropriate field instrumentation and computerized data handling technologies are unavailable.

The Visiting Assistant Professor and Lecturer who are presently teaching the Archaeology courses during the 2000-2001 academic year are using old underpowered PCs that are barely adequate for word processing and basic communication functions, but wholly inadequate for handling the voluminous data sets and specialized programs that are essential for teaching and research in Archaeology.

In general, all faculty members agree that the university provides the bare minimum of information hardware and software. Most agree that on-campus information training of faculty enables them to meet their teaching and service obligations. However, three faculty members who run laboratories do not have adequate information technology to properly support their research or appropriately train students in field or laboratory techniques.

### Art and Theatre

The Department of Art and Theatre provides minimally adequate instructional support services. Facilities and instructional support services are adequate to allow the fulfillment of the department's purpose and to contribute to the effectiveness of learning. The Department of Art and Theatre has also long been hampered by marginally adequate space. Current facilities allow the department to function at a sub-par level, but they are clearly not adequate to support growth or the striving for excellence.

Student enrollment in art and theatre has reached a critical mass and financial resources are strained to the maximum. As a result of recent cuts in cultural fee allocation, the current financial resources are inadequate to meet the needs of art and theatre academic programs.

### Biological Sciences

The facilities and instructional support services are more than adequate to contribute to the effectiveness of learning in this department.

The department requires extensive laboratory programs for all undergraduate degree programs. There are suitable lab spaces to train students in several different areas. The new Center for Marine Science also adds some new teaching facilities for coastal programs. Most of the teaching labs are equipped with modern equipment.

The pressure that is placed on research and teaching space can be accommodated in this next year, but growth to full size with advent of graduate doctoral program will require an eventual expansion of space and equipment expenditures.

Science education depends heavily on lab experience. Present levels of funding are inadequate to train students with satisfactory lab skills. The major impediment to optimal progress in updating the department teaching laboratories to state-of-the-art is funding. Undergraduate lab courses are now critically under-funded, therefore the quality of the labs is suffering due to insufficient lab materials. Courses without a laboratory receive no funding, thus the instructors generally purchase supplies for these courses out-of-pocket.

### Chemistry

The facilities and equipment in the Department of Chemistry are more than adequate to fulfill the educational mission of the department and provide students with one of the most modern, up-to-date, instructional programs in chemistry available anywhere.

The Department of Chemistry currently has adequate space in Dobo Hall to support its educational mission, but there is little room for growth. The department occupies approximately half of the building. All faculty office space and research space are currently occupied, and classroom and laboratory space are near capacity. The most recent plans for campus construction using funds provided by the bond referendum do not include additional facilities for either the Department of Chemistry or the Department of Biological Sciences

### Communication Studies

While "adequate" at best, the department's current facilities are far from ideal. The lack of instructional and office space results in the decentralization of efforts. For instance, the unit's part-time faculty offices are in the institution's library, a building far removed from the departmental office. The completion of a new classroom building and the department's relocation to that facility during the Spring, Summer, or Fall 2002 will prove a tremendous boost to the unit's general operation.

College and departmental guest speaker monies enable visits and presentations by scholars on a variety of subjects important to the unit's educational mission. At best, though, funding levels only approach the adequacy that would ensure fuller awareness of and integration with the latest developments in disciplinary pedagogy, research, and philosophical grounding. Funds are earmarked for student travel and research as well. Recent university cuts in some of these resources--for instance, cultural arts funds--may lower the quality, level, and extent of some student off-campus experiences related to classroom instruction.

### Computer Science

The facilities and instructional support services (e.g., learning skills centers, educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services) are adequate to carry out the department's instructional mission. As enrollments continue to grow, additional laboratories and equipment will be needed.

### Creative Writing

Once the BFA is offered in 2001, the department will know more clearly what resources will need to be enhanced. Currently, resources are adequate to their needs.

The quality of the seminar rooms available to the department is a weakness. Creative Writing currently does not “own” rooms as other departments do. Better upkeep and furnishings are necessary to provide an appropriate educational atmosphere.

### Earth Sciences

The library/learning resources are adequate to support current programs. Computer resources and instructional materials are appropriate to support existing programs, but technology support is currently inadequate to meet the demand in the department. In addition, funding to replace broken or outdated equipment such as the X-ray diffractometer, microscopes, or rock, mineral and fossil collections is currently inadequate. Any growth in programs will require new resources from the university.

Space for faculty and student research laboratories is woefully inadequate and significantly hinders the ability of the department to attract high quality graduate students and extramural funding. Furthermore, storage space for teaching collections, equipment, and research archives is severely limited such that instructional and office space has been converted to storage space. Office space in DeLoach Hall is also severely limited, with no office space to house two faculty positions currently being advertised or for additional graduate students.

The maximum number of students per laboratory section and the number of sections per course are constrained by the size and number of teaching laboratories. This is especially important in the utilization of the Spatial Analysis and Cartography Laboratories. Due to the small size of the X-Ray Laboratory and the necessity of appropriate safety equipment, the X-Ray Laboratory can only be used for specific undergraduate instruction; it is also not handicap accessible. The Rock Preparation and Thin Section Laboratory is lacking in adequate storage space for the rock, mineral and core collections, as well as for archival storage space for geology research projects (some of which have hundreds of kilograms of samples and associated materials).

Funds for professional development of faculty and staff are also limited. In order for the programs in Earth Sciences to maintain quality as well as grow, additional support will be needed. Currently, the department chair allocates each faculty member \$300 per year for teaching/laboratory supplies. Because the average faculty teaching load includes 2 to 3 lecture classes and at least one laboratory section per semester, this amount of money for supplies is depleted in short order. These budget figures for classroom and laboratory courses supplies have been consistent over the last 10 years; departmental base budgets have increased, but the number of faculty who must share this allocation has increased also.

Equipment in most laboratories needs to be upgraded or increased. More teaching microscopes (petrographic and binocular) and an upgrade to the X-ray diffraction equipment are especially needed. At present, resources must be shared between undergraduate and graduate teaching, as well as faculty and student research.

There are no incentives to expend additional hours outside of the time now utilized for undergraduate and graduate teaching, research, and professional and community service. The lack of sabbatical (state mandated) and the highly limited availability of a research reassignment make additional time expenditures very unappealing.



### English

The number of audiovisual carts, overhead projectors and CD players are more than adequate for their use. The department offers both evening and weekend hours for supervised open sessions in its computer lab for all students in the department.

### Foreign Languages and Literatures

In terms of computer resources and instructional equipment, Foreign Languages and Literatures (FLL) has some pressing needs. Although each faculty member has a relatively new PC in his or her office, the department needs a laptop for classroom and conference presentations. Furthermore, FLL has a multi-standard VCR but needs a multi-standard DVD system as well for film studies classes. The department also needs access to satellite TV so that students may benefit from growing international programming. Physical facilities are inadequate but will be somewhat alleviated with the new classroom building.

Student enrollment is too high in 100-level classes, particularly in Spanish. Although caps have been set at a number that already exceeds sound pedagogical practice (25 students per class), instructors are constantly put in the predicament of adding more students. Over-enrollment jeopardizes the quality of the foreign language classroom in which students are expected to attain a level of oral proficiency.

The most notable inadequacy of resources available for teaching is inability to provide faculty with equipment other than the computers for their offices. For example, FLL is currently unable to provide laptops, Power Point capability, and DVD equipment to faculty. Except for the age of the computers used in the language laboratory, computer equipment is adequate. The department has a Teaching Technologies Coordinator and receives technical support from the Office of Information Technology Systems Division. Audio-visual equipment is sufficient for use in Morton Hall; faculty use a sign-up to reserve equipment. Use of audio-visual equipment in other buildings on campus, however, is often problematic. There is a need for a media center; presently, the department has to rely on the Center for Teaching Excellence for electronic material which is not always available. These problems can be resolved with the completion of a new resource center. There is not sufficient money for the purchase of technological teaching equipment and there is no permanent line for these items in the departmental budget. A special request has to be made in order to purchase items such as laptop computers, Power Point, DVD equipment, and satellite connections. There are, however, sufficient incentives for faculty and staff to keep up with technological innovations in teaching.

The Language Resource Center is scheduled for renovation with the move into the new classroom building. This renovation is necessary if the department is to keep pace with developments in language learning technology.

### History

The facilities and support services are currently adequate. Nevertheless, in the near future all classrooms used by the Department of History faculty will need to be wired and furnished with digital projection technology.



### Mathematics and Statistics

Most of the department faculty think that there are enough funds to prepare educational materials and that the equipment and resources are the most effective tools in teaching mathematics and statistics. About 50 percent of the faculty do not think that there is enough computer equipment, space and supervision to support instruction; 50 percent of the faculty are satisfied with the audio-visual equipment; 90 percent do not see the need for a Media Center to support their teaching in the department. Less than 50 percent of the faculty make use of the Copy Center and the others are satisfied with these services.

About 50 percent of the faculty are not satisfied that there is enough money for the purchase of equipment to maintain teaching excellence in the department. Some examples given by faculty for improvement in teaching support are to put video visualizers in every classroom, to provide more instructor stations in classrooms, to add another computer classroom, to overhaul the Audio/Visual equipment. They also want the university to provide more support of the purchase of special software for teaching and professional development.

For the most part faculty are satisfied with the professional support received from the Department. Over 75 percent feel that they have enough help to improve their teaching effectiveness, though forty percent do not feel that there are incentives to keep up with technology. Over 80 percent feel that there is both a campus-wide and department-wide climate where teaching is valued and excellence is the norm. However, 50% feel that there is not an adequate amount of contact amongst faculty in different disciplines.

The last issues in professional support deal with support services for instruction; 65 percent think that there is sufficient formal training in most elements of teaching. Even though there is no formal policy, a faculty mentoring program was started in 1993; 50 percent of the faculty think that there is such a program in which incoming faculty are paired with individuals with teaching experience. At least 80 percent of the faculty are satisfied with graduate T.A. support and undergraduate support in instruction.

Some of the faculty comments on professional support are that more workshops are needed, that there is not enough support for travel, that there should be pay for participating in summer workshops, and that academic standards on campus are not high and there is pressure on faculty to keep them low.

### Music

With few exceptions among the faculty, the Department of Music at UNCW decided to remain a Macintosh department some years ago. The primary reason for this is that 75-80 percent of the academic music units nationwide are Macintosh users. Most music software was developed first for the MAC. Despite the fact that Windows Operating Systems now run most of these software programs, a majority of the users of this software have years of files that are Macintosh platform based. In order to maintain working relationships with colleagues at Macintosh-based institutions, it is necessary to maintain a MAC facility here. Beyond this, MAC-based programs can read PC files, but the reverse is not true in most music applications.

The present computer lab is of inadequate size for intended uses. Since the computers are all over three years old and there was constant difficulty with these machines, new computers have been purchased to replace the current lab.

Access to the lab is difficult because of the scheduling of Art and Theatre classes in the space, and there are technical problems running the graphics-intensive software of these three disciplines on the same machines. Technical support is very limited. Access to the sound editing workstation is limited and the software needs to be upgraded, but it is encouraging to have this facility available in the Department of Music.

While very courteous and extremely competent as professional librarians, the personnel of the Randall Library have little, if any qualifications in the field as music librarians. As the numbers of music majors and faculty continue to grow, there will be a need to address the void of trained librarians within the field of music under the current system. Of the six benchmark institutions, three (Appalachian State University, James Madison University, and Western Kentucky University) have music libraries housed within the music unit facility. Some years ago when Randall Library was doubled in size, the front entrance was moved to the side of the building facing the academic zone. Kenan Hall is behind the library.

In the 1998 Visitors' Report of NASM, a non-compliance statement reads, "It is not clear that all music students are given the opportunity for a working knowledge of technology in their field." In response to this, technology-specific assignments have formally become part of the syllabus requirements of certain music courses.

Physical Facilities are presently an area of serious deficiency, and is recognized as a high priority for correction through a building that has been funded by a recently approved bond issue for the State of North Carolina. Since storage for equipment, ensemble libraries, and musical instruments is critically lacking, provisions have been made for adequate storage in the initial plans for the new building. This should allow for a more efficient use of equipment and better security and maintenance of equipment and musical instruments.

Instrumental music ensembles are so loud that they are at the threshold of pain for the listener. For choral ensembles, electrical system noise and air handling system rumble produces identifiable pitches that interfere with tuning. Lack of sound attenuation with adjacent spaces means that choral rehearsals are disturbed by practice room use and by percussion studio use.

All of the studios must be shared with other applied music faculty in order to meet the large need for studio space to teach music lessons. The percussion instructor cannot be permitted to teach percussion lessons or practice during ensemble rehearsals (approximately 12 hours during the day plus every evening). The piano instructor cannot teach or practice during classes held in the piano lab (next door) or during performances in the main theater (most evenings). Two voice faculty have, during the present semester, some 16 hours of standing appointments that must be scheduled in one office, limiting preparation, practicing, and research time. One of the faculty member's "office" is a small cubicle in the Randall Library. He cannot practice, listen to music, or meet voice students. To address this particular problem, it was agreed for each voice faculty member to teach lessons in the studio while the other is in the classroom.

Four other full-time faculty members share their studios with numerous other faculty, a temporary solution to the suitable space problem. Some of the part-time faculty use classrooms and/or practice rooms for teaching.

### Philosophy and Religion

The department needs a classroom computer station and ceiling-mounted data projector in Bear 100. Although desktop computers are replaced, all other department hardware, including 15 personal printers, 6 scanners, and the department's shared heavy-duty laser printer, will require maintenance and eventual replacement. Additional hardware and software may be needed as well.

The department has no graduate teaching assistants, but they do have undergraduate work-study students. They perform tasks such as copying and are supervised by the departmental administrative secretary. Few of these students have training or employment experience in the areas for which they are employed. Furthermore, funds are continually sought by the department to hire students, and typically less funds are received than are needed.

### Physics and Physical Oceanography

Much of the equipment is aging, if not obsolete, due to a long period of neglect. The experiences of the department within the past year, during which time much of this equipment has been brought into operation, seem to demonstrate that the equipment is now adequate to instructional tasks.

The department must rely on research-active experimental staff members to offset the high cost of equipment needed in the Advanced Laboratory. A "critical mass" of majors in the discipline is necessary to promote healthy peer discussion and vigorous exchange of ideas. While university-wide enrollments are at an all time high, attracting students to physics in sufficient numbers is an ongoing challenge. Student recruitment and retention continue to be central themes in the department's statement of Goals, Strategies, and Assessment.

Space allocated to the department is minimally adequate for its current needs. A notable deficiency is the lack of space adjoining the Physics Lecture Hall to store equipment for lecture demonstrations. The area once used for this purpose has been converted to an office for graduate students in the Department of Earth Sciences.

The lack of at least one laptop computer for faculty presentations is a glaring deficiency that needs to be remedied in the near future.

Physics library holdings are sufficient for current pedagogical and research needs, and the nearby location of the library is a considerable convenience to department faculty. Funds are allocated on an annual basis for new library acquisitions; these are minimally adequate for keeping pace with current developments in the specialized areas of physics most closely allied with faculty expertise.

### Political Science

The department reports no problems with their instructional services.



### Psychology

The department makes effective use of limited resources, including instructional equipment and instructional and research space. It uses its limited secretarial services fully. Department resources are generally adequate for the preparation of educational materials. Graduate Teaching Assistants provide adequate support to the instructional mission of the department. The department budget has inadequate funds to hire undergraduates with specialized technical skills, such as are needed for animal care, computer lab maintenance and other department tasks.

The Psychology Department has physical facilities adequate for its current teaching and research programs. Its animal housing and research facilities meet all current state and federal guidelines. However, enrollment increases and the initiation of our master's program without significant increases in physical facilities have resulted in serious space shortages that limit growth. For example, classrooms now have many more student chairs and desks than they were designed for, resulting in serious crowding. Many instructors and laboratory courses must share student laboratory facilities, resulting in limitations in student access and space for student research equipment.

The computer facility located in a multiple-use department classroom has limited access for students since six laboratory classes are taught in that room for thirty-six hours each week. There is a serious need for separate spaces for these different instructional and research purposes. Also, several faculty have offices in rooms originally designed for other purposes. These offices are so small that the faculty members do not have room to meet with students. Furthermore, there is no clinical training classroom for use by the two undergraduate and six graduate courses in clinical psychology, counseling and interviewing.

The Psychology Department has a large and relatively stable number of majors (approximately 350) and an increasing number of minors (55 in the four months since the new minor in psychology became available in the Fall 2000 semester). Enrollment in introductory level survey courses is high; indeed most undergraduates take at least one psychology course while at the university. Many non-majors take advanced psychology courses relevant to their programs or interests. Graduate student enrollment is currently as high as facilities permit. Budget lines affected by the number of psychology majors and minors, graduate students, and FTES are sufficient to support an effective educational program, but not sufficient for expansion or acquisition of all desirable major laboratory and research equipment, or to capitalize on the educational potential of the department.

### Social Work

The Department of Social Work is currently located in Friday Hall with minimally adequate office and classroom space, but will soon be moved to a new classroom building. Student groups have been able to utilize the classrooms for meetings and activities.

### Sociology and Criminal Justice

Faculty and students participating in the Onslow Extension Program at Coastal Carolina Community College in Jacksonville, North Carolina, have fewer yet similar support services available to them than at the main campus of UNCW. However, the

services have been adequate to satisfy the educational mission of the university. The university office of Public Service and Extended Education, the Department of Sociology and Criminal Justice, and Coastal Carolina Community College are collaborating to make further improvements to the instructional quality of the Onslow Extension Program.

The Department of Sociology and Criminal Justice lacks adequate space for a complete array of departmental functions. This department has 19 full-time faculty who are not all housed in the same building as the main departmental offices. Currently the Department of Sociology and Criminal Justice lacks two faculty offices, but this will be further aggravated by any future faculty hires.

Additional space needs have emerged in the past year. Along with the two programs, the department also houses the gerontology program that has graduate students (currently 14) requiring space. The gerontology program needs a program office and work and study space for its graduate students. There is no carrel or student office space, and secretarial assistants have no program office. The sociology program has similar space concerns for the applied sociology program started last year. The sociology program needs space for internship and workshop meetings. At present there is no functioning technology classroom to teach the data analysis and research methods classes that both sociology and criminal justice majors are required to take.

At present, expansion of the department's programs is limited by lack of space. The operating budget, excluding salaries, is also minimally sufficient to support the department's educational program.

#### Cameron School of Business

Cameron School of Business (CSB) programs are so technology driven that purchases of equipment and computer hardware and software updates can become problematic. Staying current in technology is especially difficult for business disciplines. The life-cycle approach has not provided sufficient short-term support. In 2000, CSB was to receive 60 computers to replace lab and faculty/staff systems. The school only received 50 computers, necessitating the purchase of other computers out of trust accounts (not sufficient nor designed for this purpose). A concern is that this system of replacement will continue and that the business school may not have sufficient computer support for its educational systems.

The ability to structure classroom seating for various learning styles could be improved. Faculty using small group or team approaches, experiential learning, and styles other than large class lectures lack sufficient classroom space and associated movable seating for such activity.

Just as the faculty teaching in off-campus courses are the same level of quality as found in a traditional CSB classroom, the facilities and support services for students offered in programs at CCCC in Jacksonville are also comparable. Computers with Internet access and Randall Library search capabilities make teaching and learning in satellite campuses or online much easier than in the past. The same full-time faculty teaching from the same texts, using identical syllabi, are additional indicators that CSB maintains the same expectations of quality no matter how and where the course is delivered.

Fixed audio-visual equipment is found in 13 of the 14 available classrooms.

CH 133 has a portable multimedia cart with a fixed overhead projection system. It is anticipated that this classroom will be outfitted with fixed equipment by the end of the fiscal year. A new classroom will come online in the new classroom building beginning in Fall 2001. This classroom will also be outfitted with fixed audiovisuals and Internet link. All classrooms in the new academic technology building will feature a wireless technology with fixed audiovisuals and Internet links.

The technology-driven nature of many of CSB courses and programs creates a challenge to stay current in both equipment and faculty/staff technology training. The CSB needs at least a permanent half-time assistant to support the technology director. The labs and computer classroom are currently adequate, but technology expenditures by CSB have continued to steadily increase. With the continued growth of graduate programs, this commitment to technology will be a frequent and increasing financial investment for the school. Providing adequate space for growing programs and student support services is an issue of concern that will not be resolved prior to CSB occupying space in the new academic technology building in summer 2005.

### School of Nursing

The cost of computer assisted instructional programs on CD-ROM is high, and even nursing video recordings are expensive. Computer replacement every few years to keep up with demands for more powerful hardware is also costly. After five years, eleven of the Learning Resource Center computers are no longer state of the art, nor able to support the newer versions of web browsers. They are adequate for this academic year, but there is concern whether or not the level of demand for more advanced technology can be met. Even now, the School of Nursing's curricular shift to more computerized testing has meant the School has had to make arrangements with computer labs in Arts and Sciences and at Cameron School of Business in order to have enough spaces for all of the undergraduate class to take Fall 2000 final exams at the same time.

The biggest concern, however, continues to be the campus-wide demand for building space. Plans for the School of Nursing still include a move in 2001 or 2002 from Hoggard Hall to Friday Hall. With the additional need to accommodate graduate students in their two-year course of study and the undergraduate two-year program, classroom size is likely to be limited. Space for an adequate Sim Lab and Learning Resource Center may also be limited.

### Watson School of Education

To deliver a quality program, competent faculty have been hired from across the country. The faculty have been supported in their continuing professional development through provision of state-of-the-art technology, an excellent library with staff eager to meet their instructional needs, and funds for travel to conferences and other professional development opportunities. Information on technology resources and travel reports can be found in the documents file. Official transcripts are on file in the Provost's office. Financial support for instructional programs has been adequate to support them. Under the new Provost, much control of the budget has been transferred to the Deans and from them to the Department Chairs. This allows more efficient budgeting of resources. There is very generous funding of technology needs and adequate funds available for faculty travel, instructional supplies and the employment of student workers.



Budget allocation sheets are available in the documents file. With respect to technology, faculty are supplied with the latest of the campus-approved computers on a rotating schedule. Printers are purchased with departmental funds and each faculty computer is connected to a printer. In addition, color printers are available in each departmental office, and laptops are available for check out on an as-needed basis in each department. All departmental computers are loaded with Microsoft Office 97 or better, with the majority being loaded with Microsoft Office 2000. All are connected to the World Wide Web and VAX. The Center for Teaching Excellence offers computer training for faculty members without cost.

The Onslow Extension program has collaborated with Coastal Community College to ensure equal access to support services and facilities for students and faculty who work with this off-campus program. Needs have been addressed promptly and effectively in the area of access to library resources and technology.

### Graduate School

The adequacy of these facilities and services is examined as part of the planning process for new degree programs and during subsequent program reviews. Concerns regarding adequacy can be brought to the attention of the graduate dean and/or academic dean at any time. If needs in this area are confirmed, these typically will be brought to the attention of academic affairs, especially if additional resources are required to address the needs.

### Center for Marine Science

The Center for Marine Science (CMS) supports the academic curriculum by providing research laboratory facilities, audiovisual and graphic support, boats and seawater system access. Space has limited our ability to provide computer labs at the research facility, however we are seeking opportunities to provide computer lab services for the students working at CMS.

### Honors Scholars Program

Resources are adequate for the needs of the program.

### International Program

Lack of space makes working conditions particularly difficult in the English as a Second Language (ESL) program. There is a severe lack of classroom space, with no classrooms specifically designated as belonging to the ESL program. ESL needs are met only after all other academic programs' requests for space have been accommodated. It is impossible to leave displays or equipment in any one classroom, and classes are often taught in unsuitable settings such as a very noisy room in the International House. Scheduling has proved to be extremely difficult.

There is no common-room or office space for ESL instructional staff, who sometimes number as many as seven. Consequently, instructors find it difficult to confer, have no place to leave the instructional materials they need in class, and have no private setting in which to meet with students or hold office hours.

### Science and Mathematics Education Center

Rural and low-wealth counties do not have sufficient funds to buy needed equipment and so the TLP provides their students access to specialized equipment.

At the university, there is confusion among the faculty as to which unit is responsible for electronic equipment in lecture rooms that are shared by multiple departments. In Friday Hall, because the Science and Mathematics Education Center (SMEC) office is located at the front of the building, faculty members in need of a tape recorder, overhead projector or other instructional equipment for their classes think SMEC should provide it. Further, many also think that SMEC should fix or replace broken equipment in the lecture rooms and are perturbed when SMEC does not meet their instructional equipment needs.

### Technology College

The computing equipment and software available to Technology College students in the Technology College laboratory fully enable the entire complement of processes in sophisticated Web page composition. Technology College students are guaranteed a minimum of 20 hours per week of exclusive use of this laboratory, although those students also have card swipe access to it at any other time that the facility is available; (i.e., except during the infrequent times when there is a class or workshop being conducted in the room).

### 5.3: Information Technology Resources and Systems

#### -1-

#### Summary

In accordance with a section of its mission statement, “UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university,” the University of North Carolina at Wilmington is strongly committed to fostering the use of information technology to improve research, teaching and learning.

The university prides itself on its exemplary programs that have led to the recognition of UNCW as a leading institution in the state in the use of technology. UNCW was one of the original participants of the North Carolina Information Highway two-way video interactive instruction project, and was among the first in the state to implement multimedia instruction as a result of a substantial National Science Foundation grant initiative awarded in 1991 (UNCW, National Science Foundation Final Project Report: “The MCP Project, A Coordinated Program for Introductory College Mathematics, Chemistry and Physics”). Over the last ten years, the Center for Teaching Excellence has conducted high quality instructional technology workshops. As a result, UNCW faculty members exhibit an impressive amount of technical expertise. The university is heavily involved in distance learning and has invested a considerable portion of the annual budget to train faculty and develop online courses (Academic Affairs, Memorandum: “Stipends to Develop Web-Based Courses.” 13 October 1999). The UNCW Technology College, an initiative designed to provide students with advanced computer skills, is one of a kind in the Southeast region of the United States.

It is the judgment of the SACS Self-Study committee that UNCW meets or surpasses all of the requirements delineated in the **must** statements for Section 5:3. Nevertheless, some problems identified by the faculty survey and departmental reports deserve some attention, and appropriate **should** statements have been drafted and approved.

#### -2-

#### Introduction

Information technology at UNCW has undergone a rapid evolution over the last 10 years. Prior to 1996, computing and information system support was housed under the Office of Computer and Information Services (OCIS), which included three departments: Academic Computing Services, Administrative Computing Services, and Operations and Systems Services. Associate Directors who reported to the director of OCIS headed the three departments.

In January 1996, following the retirement of the Director of OCIS, the Provost appointed an Assistant Vice Chancellor for Academic Affairs for Information Technology and Special Academic Programs (AVCAA) to take overall responsibility for OCIS. Coincidental with this appointment, the Associate Directors were named Interim Directors of their respective departments. In 1996-1997 an extensive self-study was conducted by OCIS, resulting in several major recommendations that were planned but



not implemented until 1998 due to limited funding. The Lifecycle Funding Plan for computer replacement and a complete overhaul of the aging VAX central computing service was recommended, but due to the limited resources, upgrades were made by purchasing two *Alpha* computers manufactured by DEC corporation. In response to these recommendations, the Office of Academic Affairs created a strategy to meet these goals as documented in the Academic Affairs' Strategic Plan 1997-2002 (Academic Affairs, "Academic Affairs Strategic Plan 1997-2002"; Academic Affairs, "Self-Study Unit Report"; Information Technology Systems Division, "Self-Study Unit Report").

In 1998, spearheaded by the Chancellor's vision on Distance Learning, a steering committee on information technology was appointed to reassess the efficacy of technology services and their support for the institution as a whole. On a suggestion by the AVCAA, the university hired a company called Collegis (now Eduprise) to supply external consultants for this process. The culmination of this process was a long and comprehensive report, "Managing Necessary Change in UNCW's Knowledge Ecology" (Information Technology Systems Division). Prominent in this report was a recommendation to establish a new division to consolidate the disparate units responsible for technology support at UNCW. Following this recommendation, the Chancellor created the Information Technology Systems Division and appointed a Vice Chancellor to head the division. At the time this division was created, Management Information Systems, the Office of Information Technology, Telecommunications, limited audio-visual support, responsibility for the technical and training functions of distance learning and support, and responsibility for Web course development were also moved to this division.

## Organization and Services

### *Information Technology Systems Division*

The current Information Technology Systems Division is headed by a Vice Chancellor who is responsible for campus-wide technology operations organized within 5 strategic areas. Working directly under the vice chancellor is an Executive Director who manages and coordinates the following five departments: Client Services, Computing Services, Application Services, Telecommunications and Audiovisual Media Services.

- **Client Services:** The Department of Client Services delivers end user technology and support services to the campus. These include a Help Desk, end user training and consulting services, hardware and software microcomputer support, client network connectivity support, management of campus student computing labs, and instructional and support services for faculty. Client Services coordinates with information technology support staff in other departments and with the Center for Teaching Excellence (CTE). The department reviews emerging technologies and recommends strategies for possible use by the university community. A campus Lifecycle Funding Plan supports the maintenance at current levels of microcomputer technologies.
- **Computing Services:** The Department of Computing Services plans, manages and operates the campus central computing

facilities and data network. The central VMS, Windows NT and Unix systems provide major services and resources such as e-mail, Internet access and universal access to the campus network. The fiber optic backbone network interconnects all academic, administrative and residence hall buildings. This network supports over 2500 campus nodes, a 45mbps gateway to the Internet, and a wireless client network supporting laptop and handheld personal computers. Wireless connectivity has been available for some time in the library for students to use with laptops that can be checked out at the circulation desk. Expansion of wireless network service to the rest of the campus is currently under way. The staff also provides technical assistance with computer lab wiring, equipment configurations, and specialty ordering and networking.

- **Application Services:** The Department of Application Services works to ensure consistency and high quality management in the administrative and student information services supporting university operations. The Department manages and supports the SCT software suite that includes the Student Information System, the Human Resources System, the Financial Resource System, and other administrative software. As an integral member of the statewide UNC "Alliance," the department has participated in the deployment of Campus Pipeline and the design and development of the Prospective Student Portal. The department assists other units with development and customization of programs when commercial software does not satisfy their needs.
- **Telecommunications:** The Department of Telecommunications is charged with all aspects related to the operation of the UNCW phone system, both line and wireless. Responsibilities include design, deployment, central switchboard, maintenance, and billing services. Phone system services include voice mail, call waiting, conference calls, and a campus operator. Telecommunications provides technical support to the desk receptionists who staff the front desk of each residence hall 19 hours a day (9 am to 4 am). The front desk also serves as customer service center for students to check out items such as VCR's or to fill out maintenance request forms. The Department of Telecommunications is receipt supported with revenues generated through customer charges.
- **Audiovisual Media Services:** The department of AV/Media manages the technical operations of the UNCW Distance Education Initiative, which is coordinated with the Division of Public Service. The department also sets equipment standards for classroom instructional technology, provides assistance to academic units in developing hypermedia classrooms, and centrally supplies audiovisual equipment and services that are too expensive or too technical for departments to afford. Examples of

the latter are digital audio tape recorders, portable high intensity projectors, and public address systems.

### *Center for Teaching Excellence*

Academic Affairs encourages the use of technology in its educational programs through its support of the Center for Teaching Excellence, which aids faculty and academic units in obtaining funds for the purchase of technological equipment (Information Technology Systems Division, "Stipends to Develop Web-Based Courses").

The Center for Teaching Excellence staff consists of a full-time director, a part-time faculty associate for technology, an office assistant, and two full-time computing consultants. Consistent with the integrated model, Information Technology Systems Division funds one of the consultants to assist with faculty training. The current staff and facilities represent considerable growth compared to 1996, when the staff consisted of a half-time director, a half-time office assistant, and two part-time faculty associates.

The Center for Teaching Excellence (CTE) provides general facilities and instructional support services in two forms. They house a set of computer workstations that are available (by appointment) year-round to faculty and to students who work for faculty in multimedia development for instructional purposes. Users may digitize images, produce audio and video, create web pages and other multimedia presentations, and see demonstrations of other sorts of media that can be processed for instructional use. Computing Consultants are available by appointment for group and individual tutorials. Faculty members may request individual sessions for problem solving or consultation about multimedia presentations and best practices for instruction.

CTE also provides instructional technology workshops for faculty and graduate teaching assistants every semester. The faculty associate coordinates half-day or full-day workshops. Computing consultants and the director lead workshops, which are scheduled on weekends for the convenience of faculty who cannot attend long sessions during the week.

### *Technology College*

The UNCW Technology College (TC) is an enrichment program designed to provide students with the option to take a set of courses that are distinctive because they include technological demands and expectations that substantially exceed those of regular courses. The TC is housed in Academic Affairs but receives equipment and technical support from Information Technology Systems Division. This unique program in higher education was piloted in 1996, and formally established by the Chancellor in 1997. At present, administration of the Technology College (TC) includes one full time director who is responsible for the entire operation of the program. The director of the TC teaches at least two sections of a one unit Technology Seminar per semester, advises all students admitted to the TC, and provides continuing support for students using technology in university courses through the operation of the Technology College Laboratory.



To help in the operation of the program, the director of the Technology College (TC) is assisted by an advisory board comprised of faculty and administrators representing diverse areas of the university: eight voting members (seven faculty and one librarian) and four ex-officio university administrators. The advisory board reviews new TC course applications, provides advice on policies and procedures, and helps the director with their insights about technology.

The Technology College (TC) features a state-of-the-art computer facility for use by TC students. The facility, which is located in DeLoach 209, houses one instructor station, 12 Pentium III client stations and a lab server station located in an adjoining room. Information Technology Systems Division is committed to maintaining the cutting edge status of the TC lab and has significantly upgraded the facility since it was first created in 1996. The most recent upgrade included a new ceiling-mounted projection system, purchase of sophisticated multimedia software, and an electronic card swipe entry system for the lab door. Student assistants are hired to staff the lab 55 hours per week from funds shared with the Center for Teaching Excellence (CTE). The lab is the primary facility used by CTE for faculty training and by the Web Course Development Team. The second session of every summer, the Science and Math Education Center sponsors a Summer Ventures course that requires use of the TC lab 8 hours per day.

The Technology College and the Center for Teaching Excellence also collaborate in training and funding student assistants to work with faculty on large digitizing projects. At any given time, up to six student assistants trained in multimedia development are available to help faculty. These students are assigned to tasks with permission of either the Director of the Technology College, the Director of the Center for Teaching Excellence, or both, as appropriate.

#### *Science and Math Education Center*

The UNCW Science and Mathematics Education Center (SMEC) is a member of the University of North Carolina Mathematics and Science Education Network. The center offers a wide range of professional development programs for in-service mathematics and science teachers. Through center-sponsored seminars, workshops and courses, teachers can achieve initial certification in science or mathematics and can renew existing certificates. The Center also conducts one of six Summer Ventures in Science and Mathematics (SVSM) Institutes. SVSM is a cost-free, state-funded program for academically talented high school students who may pursue careers based in science and mathematics. SMEC has partnered with New Hanover County Schools Technology Department in their Revisit and Revitalize Technology Literacy Challenge Grant program, and with Pender County Schools in the Education Future NOW project. Through the Center's Technology Loan Program, teachers are able to borrow laptop computers, probeware, water testing kits, biotechnology kits, and the *StarLab* portable planetarium to enhance and improve their instruction. K-12 students are the beneficiaries of these equipment loans. In 1997, over 15,000 students were served; in 1999, over 18,000 students were served. In every case where SMEC is able to offer technology workshops, the use of university computer labs, and loan technology equipment to K-12 teachers, the university is providing public access to its educational programs and resources.

### *Library*

UNCW's Randall Library provides a number of information technology services that directly affect the quality of instruction. The library operates a DEC Alpha 4000/710 computer system called ROCK, running a sophisticated database management system (Innopac) that is shared with Fayetteville State University and the University of North Carolina at Pembroke. The library has implemented sophisticated technology in its integrated library system, network capabilities, and support systems. The Innopac system is designed to minimize failure for the user and has advanced Internet search options. The recommendation made in the *1990 Self-Study Report* that called for a system with full Boolean-search capabilities has been achieved with implementation of the Innopac system (see section 5.2.1). Recent enhancements to the keyword search option also allow users to specify word proximity options for adjacency, near, and within n# words. Users are able to manage their circulation record, renew materials, place holds, and request interlibrary loans without staff intervention. Randall Library has contributed to the development of the system by beta testing modules such as booking and interlibrary loan. The UNC Coastal Library Consortium was the first consortium in the state to implement proxy service for remote access to databases. Librarians developed a method for implementing electronic reserves with the software available, and improved it as more sophisticated software was purchased. The library's use of the web has greatly enhanced its ability to share information, including instruction guides, policies, and integrated access to databases. Access to online resources provides alternatives for collection expansion and may alleviate the pressure for more building space.

Support from other units of the university and collaboration between these units and the library have improved the library's services. Information Technology System Division's Life Cycle Deployment Plan for computer replacement helps the library keep computers functioning at a satisfactory level. Since the implementation of this plan, the library has achieved a long-sought goal of providing each staff member with his or her own personal computer. The campus fiber network and the wireless system insure optimum connectivity for staff and library users. A computer lab and checkout laptop computers provided by Information Technology Systems Division provide library patrons sufficient access to the Web and other software services. The integration of the "UNSea Card," managed by the university Auxiliary Services (see section 5.2), provides the convenience of one card for checkout, copying, and other financial transactions throughout the campus. The library serves as a deposit location where students can add funds to their accounts by cash or check.

The 1990 Self-Study recommended that the library acquire additional CD-ROM workstations (see section 5.2.1). With the transition to web-based access to databases, this recommendation is obsolete in reality but not in principle. It is important for the library to provide workstations to allow access to data. PC's in the library reference area, Information Technology Systems Division computer labs and advancements in allowing access by IP address and through the proxy server have greatly improved this access.

### *Departmental Information Technology Support*

Under the 1998 reorganization, information technology support and equipment purchasing through Lifecycle Funding and Classroom Assistance Plan is the responsibility of Information Technology Systems Division. Information Technology Systems Division works with campus-wide units to set information technology hardware, software and maintenance standards. Departments continue to make programmatic and other decisions concerning information technology expenditures outside of the baseline standards (AV Media Services, "Classroom Assistance Plan & Classroom Renovation Proposal"; Information Technology Systems Division (ITSD), "Client Services Lifestyle Funding Program"; ITSD, "UNCW Division of Academic Affairs Computing and Information Technology Goals and Strategies for the Academic Year 2000-01"; ITSD, "SACS Self-Study Unit Report"; Academic Affairs, "SACS Self-Study Unit Report").

The department of Mathematics and Statistics (previously, Mathematical Sciences) has a long history of infusing technology into the curriculum. Until the Department of Computer Science was created in 1998, computer science was part of the Mathematical Science Department. Many of the advances in Information Technology that exist today at UNCW were first implemented and made available to the university community by the department. A complete history is available in the SACS subcommittee report.

-3-

### **Incorporation of Technological Advances (5.3-1)**

*5.3-1 An institution **must** provide evidence that it is incorporating technological advances into its operations.*

#### Computing Expenditures

To maintain its commitment to incorporate technological advances into its operations, the university allocates a substantial part of its budget to information technology. As noted in the OCIS 1995 Self-Study, between 1992 and 1995, the university spent an average of \$1,100,000 per year in salaries for information technology personnel and an additional 1.2 to 2.3 million dollars per year in equipment purchase and maintenance (Information Technology Systems Division, "SACS Self-Study Unit Report"). Approximately 50 percent of the allocation for information technology expenses in Academic Affairs (excluding salaries) went to the College of Arts and Sciences and 10 percent to 15 percent went to each of the professional Schools, the Science and Mathematics Education Center and the Center for Marine Science.

Between Fall 1999 and Spring 2001, the new division, led by Computing Services, invested \$1,300,000 to upgrade its central computing network and \$2,200,000 to enhance the campus technology labs, establish Lifecycle Funding and provide additional technical support through five new positions. University and special bond appropriations will provide additional expenditures in excess of \$6,400,000 to support the technical infrastructure on campus from 2001 through 2004.



### E-mail

Since 1999, e-mail accounts for all students have been created automatically, thus eliminating the need for students to request an account. Students are also permitted to maintain a web page of limited size in their accounts. Presently, 100 percent of all faculty, staff and students have accounts in the system,

University-wide Pop3 e-mail service has been available since 1995, and WebMail capabilities have been in place since 1999. Webmail has quickly become the most popular way for students to access their email because of the convenience of access over the Internet and the friendly graphical interface. Many faculty and staff prefer to use Pop3 utilities such as Outlook and Eudora when they are in their offices. Information Technology Systems Division still retains 27 modems for remote dial-in access, but this service is quickly becoming obsolete for email purposes.

Connections to the WebMail service average 190,000 per month. Faculty and staff e-mail connections average 1,200,000 per month. In September 2000, nearly 1.2 million mail messages were processed. The high volume of e-mail traffic over the network makes it is obvious that e-mail has become a standard form of communication at the institution. Several departments report that e-mail is now the primary method of diffusion of departmental minutes and mass communications. The unit reports are full of examples and anecdotal evidence that faculty, staff and students are using e-mail routinely and creatively, as an effective method to communicate privately and in groups. The ability to include attachments to Webmail communications has greatly facilitated the electronic exchange of documents. Current information technology strategic plans call for the expansion of fundamental services to improve file sharing and collaborative computing capabilities, and to reduce the diversity in e-mail clients to a more supportable and sustainable architecture.

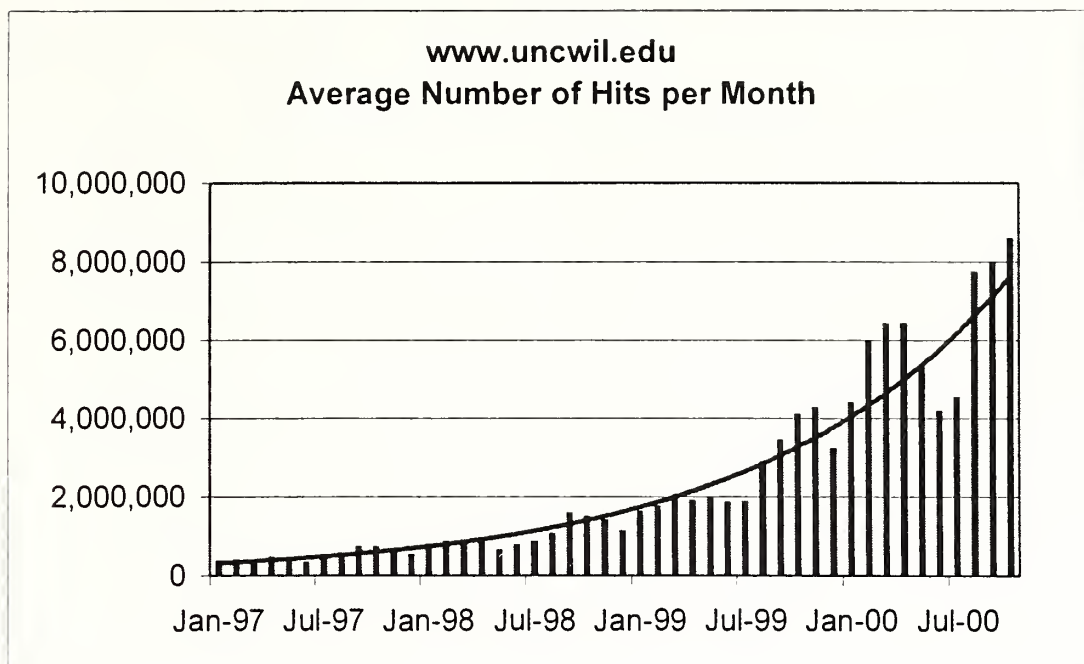
### Web Use

The first official UNCW web server was established in 1994-1995 on a VMS workstation. The University web server migrated to Windows NT on an Intel system in 1996-1997. As shown in the figure on the following page, the use of the web server has grown exponentially since 1997.

UNCW has been a leader among educational institutions in the Southeast in the deployment of web services. For example, *Quizmaker*, an educational resource that allows faculty to create Web-based quizzes, was developed at UNCW from an application created at the University of North Dakota. Quizmaker has proved to be a very popular application; over 27,200 quizzes were taken this past year using this resource. The university was also one of the first in the Southeast to employ search engines on its web site. Services currently hosted on the UNCW web server include Quizmaker, Web Board (bulletin board), form tools on the web, streaming media capabilities, search engines, survey gathering tools and forum tools. While most are used by faculty with online courses, they are available to all UNCW faculty. Currently over 250 faculty members have

web sites, and the number is growing rapidly. A major technology initiative currently underway to upgrade central computing infrastructure will increase web space available to campus users, provide additional client web publishing capabilities and provide additional fault tolerance.

**Figure 7:**



#### Phone Use

The Department of Telecommunications has the responsibility of maintaining and modernizing the campus phone system. A major focus of the department has been the incorporation of cellular technology. The use of cellular phones has nearly doubled in the last three years, and this trend is expected to continue as mobile devices are increasingly utilized as application devices to serve the critical needs of the university.

#### Electronic Forms and Documents

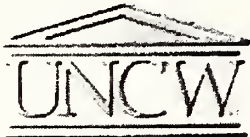
The UNCW web site also hosts over 14,000 departmental web pages. A web committee with representatives from the entire campus community has guided the growth and development of the UNCW web site since its inception. The Office of Web Management was created in 1999 to handle issues concerning maintaining hardware and the “look and feel” of the university web site.

Every administrative and academic office at UNCW has an official web site, the top two levels which must conform to “look and feel” rules approved by the Office of Web Management. Recommendation 1 of section 4.4 of the 2002 UNCW Self-Study requires these offices to develop guidelines and assign an individual to be responsible for the accuracy of the information available at their web sites. Information posted on the official UNCW web site includes catalogue descriptions of all programs, policies, procedures, online forms including

admission and registration for regular and distance learning courses, a prospective students site, and much more. The map for the web site, presented as Figure 8 on the following page, gives an impression of its comprehensive nature.



Figure 8:

	<h2>Sitemap</h2>
<a href="#">UNCW Home</a> <a href="#">Sitemap</a> <a href="#">Search</a> <a href="#">Directories</a> <a href="#">Contact Info</a>	

### Prospective Students

<a href="#">About UNCW</a> <a href="#">Mission Statement</a> <a href="#">Academic Departments</a> <a href="#">Admissions, Graduate</a> <a href="#">Admissions, Undergraduate</a> <a href="#">Advising and Academic Support</a> <a href="#">Athletics</a> <a href="#">Bookstore</a> <a href="#">Campus Map</a> <a href="#">How to get to UNCW</a> <a href="#">Campus Tour</a> <a href="#">Catalogue</a> <a href="#">Center for Marine Science</a> <a href="#">Research</a>	<a href="#">Contact Information</a> <a href="#">Disability Services</a> <a href="#">Enrollment Information</a> <a href="#">Financial Aid &amp; Scholarships</a> <a href="#">Housing &amp; Residence Life</a> <a href="#">National Undersea Research Center</a> <a href="#">Orientation</a> <a href="#">The Seahawk (Student Newspaper)</a> <a href="#">Student Information</a> <a href="#">Student Organizations</a> <a href="#">Summer School</a> <a href="#">Technology College</a> <a href="#">UNCW Factsheet</a>
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### Library

<a href="#">Library Catalogue</a> <a href="#">Library Information</a> <a href="#">Library Web Services</a> <a href="#">Circulation</a> <a href="#">Reserve Materials</a> <a href="#">View Your Library Record</a> <a href="#">Search Other Library Catalogues</a> <a href="#">Virtual Library Tour</a>	<a href="#">Search Electronic Sources</a> <a href="#">How to Cite Electronic Sources</a> <a href="#">Government Publications</a> <a href="#">Reference</a> <a href="#">Instructional Services</a> <a href="#">Special Collections</a> <a href="#">Interlibrary Loan</a> <a href="#">Technical Services</a> <a href="#">Archives</a>
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### News & Events

<a href="#">Calendars</a> <a href="#">Campus Communique</a> <a href="#">Information for the Media</a> <a href="#">Job Opportunities</a>	<a href="#">Kenan Auditorium</a> <a href="#">The Seahawk (Student Newspaper)</a> <a href="#">Sports Information</a>
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### Academic Information

<a href="#">Academic Departments</a> <a href="#">Academic Affairs</a>	<a href="#">Faculty Senate</a> <a href="#">Faculty / Staff Phone Directories</a>
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Advising and Academic Support	Honors
Bookstore	Interdisciplinary Programs
Catalogue	International Programs
Center for Teaching Excellence	Museum of World Cultures
Center for Marine Science	National Undersea Research
Research	Center
Computing Resources	Off-Campus Programs
Courses with Materials on the Web	Online Courses
Course Schedule Information	Registrar
Faculty Information	Research Administration
Faculty Handbook	Science and Math Education
Salary Survey	Center
	Technology College

### Student Information

Advising and Academic Support	Housing & Residence Life
Bike Rentals	International Programs
Bookstore	Minority Affairs
Catalogue	Orientation Programs
Campus Map	Parking
Campus Recreation	Registrar
Career Services Center	SEAWEB (Student Information)
Computing Resources	Student Development Services
Counseling Services	Student Health Center
Courses with Materials on the Web	Student Life Studies
Course Schedule Information	Student Organizations
Crossroads (Substance Abuse	Student Phone Directories
Info.)	Summer School
Dean of Students	Technology College
Disability Services	<i>The Seahawk</i> (Student Newspaper)
Enrollment Affairs	University Police
Environmental Studies Program	University Union/Center
Financial Aid & Scholarships	UNSea Card
Food Services	Vending Services
Hawk Talk (Online Discussion	Vice Chancellor for Student
Forums)	Affairs
Honors	

### Online Courses

Campus Extension Sites	UNCW Technology College
Global Virtual University	Web-enhanced Courses
Online Degree Programs	WebU

### Visitors Center

About UNCW	Disability Services
Mission Statement	Division for Public Service and Extended Education
Arboretum	Food Services
Calendar of Events	Library
Campus Map	National Undersea Research Center
How to get to UNCW	Parking
Campus Tour	UNCW Factsheet
Center for Marine Science Research	
Contact Information	

### Seahawk Athletics

Facilities	Sports Information
Miscellaneous	

### Alumni

Programs	Campus News
Events	Directors
Benefits	Staff
Chapters	Keep in Touch
Loyalty	

### Administration

Academic Affairs	Master Plan 2020
Auxiliary Services	Motor Fleet
Business Affairs	National Undersea Research Center
Campus Police	Parking
Chancellor	Policies & Procedures
Center for Marine Science Research	Public Service & Extended Education
Computing Resource Use Policy	Purchasing
Enrollment Affairs	Student Affairs
Faculty / Staff Phone Directories	Travel Information
Food Services	UNSea Card
House Rentals	University Advancement
Human Resources	University Planning
Information Technology (Computing Resources)	Vending Services
Institutional Research	Web Development Information
Internal Audit	Year 2000 Strategies
Management Information Support	



## Public Service & Extended Education

What's Hot	Corporate Training
Public Service Special Events	SBTDC
UNCW-TV	Distance Learning
Conferences	Campus Extension Sites
Community Service	Youth Programs
Adult Enrichment	Our Mission & Staff

## Additional Technological Advances

### *University-Wide Advances*

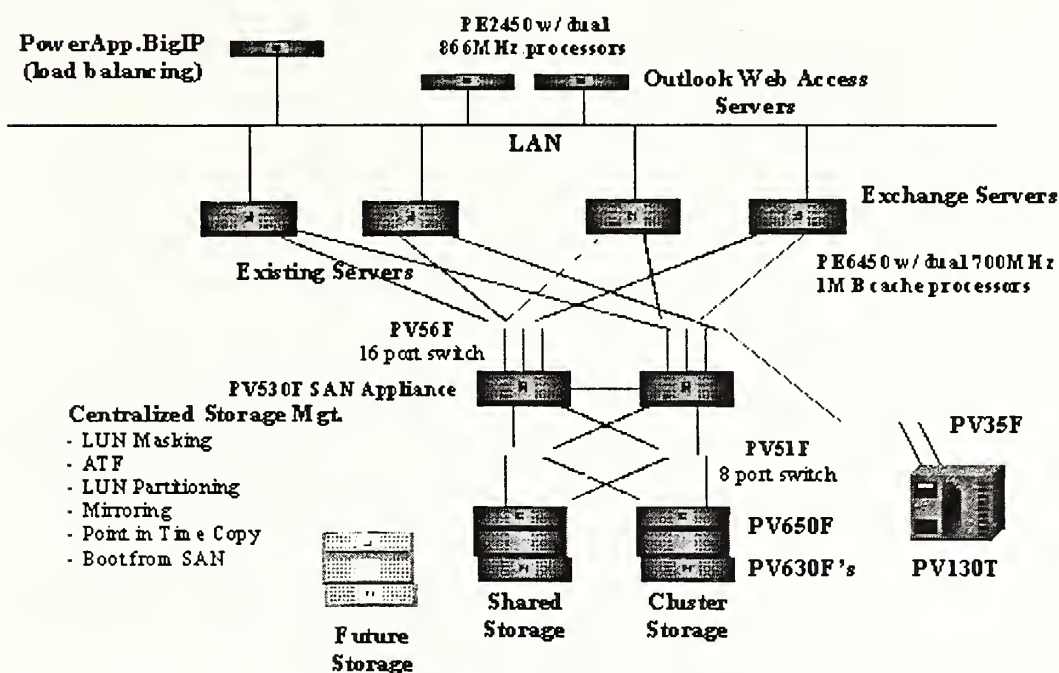
Central computing facilities at UNCW have undergone significant improvement in the last ten years. An account of the history of this process can be found in the Section 5.3 Subcommittee report ("2000 SACS Section 5.3 Subcommittee on Information Technology Report," 2001). Currently the total systems serving UNCW consists of four VAX units and 4 DEC Alphas. All major applications have been converted to the Alphas. An Alpha has also been installed in Randall Library to serve as a redundant system in the event of a disaster in the central facility. The library Alpha station was utilized as the test bed for the Student Information System, Financial Records System and the Human Resources System for Y2K issues.

Transition has not always been smooth. Although the Alpha migration and the purchase of SCT Web software were in the "Academic Affairs Strategic Plan 1997-2002" and in expansion budget requests, it took longer than expected to recognize that this issue was a high campus priority. "A Plan for Upgrading the UNCW Central Computing Facilities and Data Network Infrastructure" published in January 1997, describes the details (Academic Affairs, "A Plan for Upgrading the UNCW Central Computing Facilities and Data Network Infrastructure"). In addition, a portion of the plan was presented at the University Planning and Quality Council in September 1997. The council approved a \$400,000 budget to upgrade the central VMS cluster and the main network router and to purchase the SCT Web products to provide Web registration and other student services. The upgrades were completed in the spring of 1998 and SIS was converted to run on the Alphas on July 6, 1998.

Problems like these are partly attributable to the confusion that results from having different units responsible for different aspects of Information Technology. The consolidation of these units into Information Technology Systems Division should alleviate many of these problems and facilitate future growth. A 3-phase plan has been approved by the cabinet to transform the networked computing environment and the distributed technology infrastructure of the campus (Information Technology Systems Division. "ITSD Goals And Objectives; Mid-cycle Planning 2000 – 2002"). Emphasis will be placed on integrating more current distributed computing technologies. The following graphic (Figure 9) illustrates the plan for the future configuration of the distributed networked computing infrastructure.

Additional university-wide technological advances include the Campus Pipeline portal, the collaborative development of the Prospective Student Portal, Web enabled applications and databases, the wireless laptop checkout program at Randall Library and the Web Course Development Program, a cooperative effort between Information Technology Systems Division (ITSD) and Academic Affairs in which ITSD funds the project while Academic Affairs determines the courses.

**Figure 9:**  
**UNCW Central Computing Redesign 2001**



### *Randall Library*

Randall Library, which has been a focus of technological innovation at UNCW,

- migrated to the Innopac Integrated Library System in 1994. Upgrades to the system include Millennium Graphical-User Interface modules as they become available. Additional modules, such as Electronic Reserve and Interlibrary Loan, have been acquired from Innovative Interfaces Inc. The self-check system that interfaces with the 3M security system is being planned for implementation.
- implemented web-access to databases to all eligible users. The NC LIVE statewide digital library project provided a great leap in access to databases.
- incorporated electronic transfer of orders to vendors and use of the Internet to place orders,
- allowed web-based access to required course readings through its Electronic Reserve.

- implemented electronic interlibrary loan software that improved the delivery time for transactions and mailing costs.
- established a Web Committee to continuously revise the web site; extensive home page revisions are made annually.
- utilizes Web-based forms in peer evaluation to collect data anonymously.

#### *Information Technology Grants*

The Office of Academic Affairs also supports technology innovation by facilitating the acquisition of external grants. The Office of Research Administration (ORA), which resides in Academic Affairs, is in charge of processing all such grants. Over the past decade, awards in excess of \$8 million dollars have been received. Listed here some of the major grants that have had a significant impact in the growth and development of information technology at UNCW since 1990.

- FiberNet (1993): Grant written in partnership with BellSouth Corporation to incorporate two way audio/video capabilities for distance learning at UNCW, Hoggard High School, New Hanover High School, New Hanover Regional Medical Center and Cape Fear Community College. This grant totaled \$6.4 million dollars.
- Project Numina (2000): A wireless networking instructional technology initiative piloted by the Department of Chemistry. In the project students have access to 100 handheld HP Jornada computers connected to the network for classroom instruction. The project is partially funded by Prentice Hall and Hypercube (<http://aa.uncwil.edu/numina>).
- ILumina digital library project (2000): UNCW is the lead institution for a 1.2 million dollar grant awarded by National Science Foundation as part of the national digital library initiative (<http://aa.uncwil.edu/dl>).

#### *Technological Advances Incorporated in Departments*

At UNCW, all faculty and staff use email and all computers in labs and offices are connected to the campus backbone and thus have access to the Internet. The "2000 SACS Section 5.3 Subcommittee on Information Technology Report" (2001) provides details of information technology advances that go beyond basic use of email, local/global network access and standard Office software applications incorporated by academic departments.

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### **Support of the Planning Function and the Educational Program (5.3-2)**

- 5.3-2 *Information technology resources **must** support the planning function and the educational program component of the institution at appropriate levels.*



Information technology resources support the planning function and the educational programs of UNCW at all levels.

The Office of Institutional Research directly supports the planning function by providing a wide range of data collection, analysis, storage and maintenance, and facilitating access to data and the unit's research products. The unit has full access to all of the university's major system files (student information, human resources, financial). These files are used to provide reporting data to external groups. The unit also conducts student and faculty survey activities using both bubble and web based survey techniques. (See the Section 3.3 report for details.)

The recent administrative reorganization leaves Information Technology Systems Division (ITSD) ultimately responsible for support of the educational program since it controls all allocations regarding the purchase and technical support of the technology for select campus-wide academic programs. These include computer lifecycle funding, a technology assistance services center, network support, application services and AV/media services. Therefore, this section is organized as follows. First, the model is illustrated by describing some of the goals, standards, recommendations and assessment processes for the ITSD division at the university level. Next a partial list of available resources is provided.

#### Information Technology Goals, Standards and Assessment

The Information Technology and Systems Division understands that it is essential to provide and support universal access for all faculty, staff and students. Due to the perennial limitation of budgetary resources, sustainability of customer satisfaction is only possible by articulating baseline standards for computers, peripherals, audio-visual equipment and software. To ensure the quality and coherence of the programs, a system of checks and balances must be embedded in the process. The system must remain fluid, flexible and responsive to identify and stimulate necessary innovation while at the same time maintaining the integrity of stable technologies. The UNCW Chancellor and the Vice Chancellor for Information Technology Systems established five technology standards for UNCW:

1. Provide essential skill acquisition by graduation.
2. Ensure universal access for all students, faculty and staff
3. Create and sustain a supportive student, staff and faculty centered environment.
4. Establish a baseline standard for PC replacement, network infrastructure and classroom technologies.
5. Ensure a current generation central network system with user-centric scalable applications and support. (Information Technology Systems Division. "ITSD Goals And Objectives; Mid-cycle Planning 2000 – 2002.")

These goals and standards shape the objectives of ITSD and legitimize the alignment of resources needed to implement the strategies. These guides have the endorsement of the senior cabinet and the University Quality and Planning

Council, and are linked to the university's mission and goals, particularly addressing the commitment in the mission statement that UNCW support "the integration of technology throughout the university."

### Faculty/Staff Resources

#### *Hardware*

The university has adopted a minimum standard for computers for faculty and staff (Information Technology Systems Division, "Classroom Assistance Plan & Classroom Renovation Proposal"; "Client Services Lifestyle Funding Program"; "UNCW Division of Academic Affairs Computing and Information Technology Goals and Strategies for the Academic Year 2000-01"). The standards are revised yearly to keep up with the fast changes in the computer industry and to take advantage of the continuing trend of increasing purchase power in speed, memory and storage capacity. It takes 2 to 4 years for an office PC to be replaced under the Lifecycle Funding plan, though individual departments have the option to add supplements from their own budgets to purchase higher-grade equipment. Special requests, such as purchases computer equipment not directly supported by Information Technology Systems Division (ITSD), need to be approved by ITSD. All offices have access to either a local or network laser printers, and all faculty or staff needs for scanners, CD-ROM makers and other peripherals are met either locally or through Center for Teaching Excellence or ITSD.

Faculty and staff impressions about the adequacy of resources and support were mixed but generally supportive. The *SACS 2000 Self-Study Survey* shows that

- 58-60 percent of the faculty responding agreed that sufficient funding, adequate equipment and adequate staff support are available for preparing instructional materials for the classroom.
- 70 percent of the faculty and staff are satisfied with microcomputer, telecommunications support. 80 percent of the staff think that Telecommunications effectively manages the campus telephones and video network.
- 54 percent of the faculty and staff agreed that support assistance is about right in the areas of hardware configurations, guidance in network use and Web development and management. However, in the area of faculty input into ITSD policies, the reactions were a cause for concern:
- 41 percent of the faculty and staff agreed that ITSD provides adequate opportunities to influence planning.
- 23 percent of the staff think that ITSD provides adequate opportunities for users to offer input on how the computer budget is prioritized, allocated, and ultimately spent.

It is apparent that a majority of faculty and staff are concerned that they are not sufficiently involved in planning for the acquisition and distribution of information technology resources. Because the university has made a large

financial investment in these resources and because their development and deployment significantly impact UNCW's educational mission, it is critical that faculty and staff input be considered. Therefore, the following suggestion is made:

**Suggestion 1:** ITSD should seek direct input from faculty and staff as part of the planning process for information technology resources.

### *Software*

The university has a contract with Microsoft that allows for an unlimited site license for windows operating systems, Microsoft Office software, and several other Microsoft products such Visual Studio. Other university-wide software licenses include Norton Antivirus and Disk Imaging utilities, Maple, SAS and SPSS. A large array of more specialized software with limited licenses are operated at departmental levels. Examples include computer algebra systems like Mathcad, and Matlab in Mathematics, Geographic Information System software in Earth Sciences, molecular modeling utilities like Hyperchem in Chemistry, Adobe Photoshop and Stratavision in Arts & Theater, Midi Sequencing programs in Music, video editing like Movie Magic and Screenwriter in Communications, and many, many more. The Center for Teaching Excellence, which is in charge of faculty training, has a technical consultant who specializes in video editing projects.

Survey results about faculty perceptions in this area were also mixed but generally positive:

- 60 percent of the faculty and staff agreed that the support assistance they receive in the training for the software they use is about right.
- 48 percent of the faculty and staff think that Information Technology Systems Division provides enough information about new software and about resource usage.

### Library Software Resources

The Innopac System provides statistical reports and interfaces with other systems, such as Human Resources System (HRS) and Student Information System (SIS), OCLC and several database vendors. Statistical data help in determining users needs. HRS, SIS, and OCLC permit transfer of records from one system into Innopac for the purposes of maintaining the patron database and transferring catalogue and interlibrary loan records. Interfaces with database vendors enable these systems to check the online catalog for availability of publications.

Survey results indicated overwhelming satisfaction with this system:

- Over 92 percent of the faculty and graduate students participating in the SACS 2000 Self-Study Survey agree that access to the on-line catalogue and on-line database searching is satisfactory.



- 93 percent agreed that the library provides convenient and effective access to electronic bibliographic databases to support UNCW's academic programs.

### Student Resources

#### *Hardware*

Information Technology Systems Division (ITSD) operates 130 computers in 5 staffed, general access labs, 5 non-staffed, residence hall labs and a graduate lab. These Client Services labs, along with various departmental labs, make up a total of 52 labs containing 778 computers. This results in a student to computer ratio of just under 12 students per computer. The Randall Library lab is the biggest and most popular lab, with 49 computers and over 40,437 visits in Fall 1999. The staffed labs are managed by one Client Services employee and are staffed by student assistants. There are approximately 45 student assistants who staff five labs for a total of 505 hours a week (one of these labs is open 24 hours a day, seven days a week). All the residence hall labs are available 24 hours a day with card key access. Most of the labs are furnished with Pentium PC's that conform to the university computer standards policy. The general access lab machines have Internet access via Internet Explorer and Netscape, Microsoft FrontPage, and Word Perfect for Windows. ITSD supports the network in these facilities and also offers central services such as e-mail and printing.

ITSD also provides 19 wireless networked laptop computers that are available to students on a checkout basis within Randall Library. The laptops can be checked out for a maximum of four hours at any given time. Since the initiation of the Laptop Checkout Program in January 2000 until October 2000, there were a total of 2355 checkouts.

The Laptop Initiative Program is a program geared toward the Chancellor's Standard of Expectation. Students can buy an IBM ThinkPad (laptop) at one of the lowest rates in the nation. The program is aimed at incoming freshman, although any student can take advantage of this program. The computers are ordered and sold via the Campus Bookstore. Client Services assists in the distribution of the laptops and the initial training of the student owners at the beginning of each academic year. The advantages to students purchasing one of these laptops are pre-installed software, including Microsoft Office and Microsoft Windows OS; special training on the units; a 24-hour repair plan and loaner if the machine needs to be sent away for repairs; and a four-year warranty. In 1999, the first year of the initiative, there were about 105 laptops ordered. In 2000, there were approximately 370 machines ordered—an increase of 352 percent in one year. In the first year, approximately 6.6 percent of freshmen took advantage of this program; this number increased to 23.9 percent in Spring 2000. Client Services is hoping that number will increase to 80 percent participation by Spring 2002.

The SACS 2000 Self-Study Survey shows general satisfaction with the computer facilities available to students; 74-77 percent of the faculty believes

that UNCW student microcomputer labs are supplied with the appropriate hardware, software and level of access availability.

The table below displays the percentage of graduating seniors who gave the general access lab facilities a rating of good to excellent in the listed categories over the last three years.

**Table 92: Rating of Computer Labs and Training as Good to Excellent by Seniors**

Criteria	1998	1999	2000
Hours of operation	69 %	77 %	79 %
Access to up-to-date facilities	86 %	86 %	90 %
Access to trained staff for help	69 %	70 %	74 %
Training classes	72 %	77 %	77 %
<b>Overall rating</b>	<b>85 %</b>	<b>86 %</b>	<b>89 %</b>

### *Software*

The umbrella of the Microsoft Office license applies to all PC computers available to students in general access or departmental labs. In general, any software used by instructors in a course is available to students taking that course. Students in the Technology College have access to sophisticated graphics, video and sound editing software. Technical support is available to students through the Help Desk.

### Technology Classrooms

Information Technology Systems Division (ITSD) has developed a university standard for the configuration of designated UNCW Technology Classrooms. In a technology classroom, one expects to find a fast computer connected to a bright, ceiling-mounted projection system. The computer is equipped with an audio rack and a speaker system. Recent allocation of funds will enable the university to fulfill one of its information technology goals: to have at least one technology classroom in every academic building. Presently, of the 134 classrooms in campus only 8 meet the baseline standards and 45 have some form of video projection/computer access. Phase I of a three-part Classroom Assistance Plan created by ITSD will add 23 new technology classrooms in the year 2000-2001 (Information Technology Systems Division, "Classroom Assistance Plan & Classroom Renovation Proposal"; "Client Services Lifestyle Funding Program"; Academic Affairs, "UNCW Division of Academic Affairs Computing and Information Technology Goals and Strategies for the Academic Year 2000-01").

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### **Infusion of Information Technology into the Curricula (5.3-3)**

- 5.3-3 *Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there **must** be a reasonable infusion of information technology into the*

*curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.*

### *Technology College Courses*

The growth of the Technology College (TC) provides good evidence that a reasonable infusion of technology into the curriculum is taking place at UNCW. Between 1991 and 1998, over \$400,000 has been spent directly on instructional technology development. In 1991, members of the Math, Chemistry and Physics Project began a systematic training of the UNCW faculty through intensive two-and-a-half-day workshops. Over 200 faculty went through the training in a period of three years. Simultaneously, Academic Affairs channeled a steady influx of funds to faculty in the form of summer initiative stipends for instructional development. Most of these funds went to faculty trained by the MCP project staff which helped to provide a pool of well-prepared faculty.

In Summer 1997, a group of fifteen faculty from that pool was awarded an internal grant from the university administration for the creation of web-enhanced courses. Though the grant was originally unrelated to the TC, those faculty members agreed to design the 15 courses in accordance with the guidelines of the program and, thus, the pilot project was created. Since the 1997 academic year the number of technology college courses has increased substantially, numbering 118 as of this report. A significant proportion of each year's increase came from the online web course development team initiatives at UNCW. In 1998, the initiative produced the first fully online courses (17) designed to allow students to complete all course requirements online. It reasonably may be expected that the 2000 initiative will add some of its 17 new, fully online course offerings to the TC inventory.

The courses listed in the TC are part of the standard curriculum, and hence they are not restricted to TC students. In fact, many of the original courses are part of the core of Basic Studies courses and are distributed over a wide range of Arts and Sciences departments and the professional schools.

### Technology Enhanced Courses

In addition to the TC courses, there are more than 100 courses that use information technology to a lesser extent. This report has taken the broad definition of technology enhanced course to mean Web enhanced, and has not included courses that merely require word processing, Web searches or both.

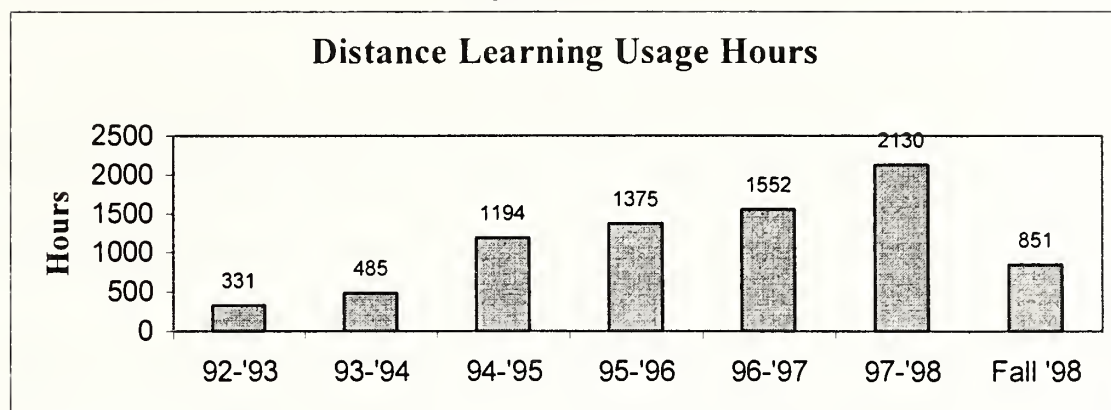
### Distance Learning Courses on the North Carolina Information Highway

Information Technology Systems Division supports the data/video connections to two distance learning classrooms. These classrooms are equipped with fixed multiple video cameras for transmission of various activities over the North Carolina Information Highway and the North Carolina Research and Education Network. These systems are synchronous productions used to transmit multi-location classes simultaneously. The usage chart on the following page indicates the hours of classroom activity from fiscal years 1992 through 1998.



The decrease in Fall 1998 coincides with an increase in distance learning courses offered via the world wide web.

Figure 10:



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### Institutional Means for Students to Acquire Computer and Information Technology Competency (5.3-4)

- 5.3-4 Institutions **must** provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.

#### Computer Competency at University Level

In 2000, the Faculty Senate passed motion 98-7-27 which included a policy requiring all departments to implement a computer competency requirement. Currently fifty courses have been designated by departments to satisfy the computer literacy requirement ("2000 SACS Section 5.3 Subcommittee on Information Technology Report," 2001). The list was approved by the Curriculum Committee and ratified by the Senate in November and December of 2000. The computer laboratories and software resources listed in section 5.3-2 are generally adequate to support the acquisition of these computer competencies for students in each department. The university also offers students the opportunity to create personal web pages through their account on the VMS cluster, thus allowing faculty to require students to create web pages. There are 10,496 graduate and undergraduate students who have access to web services through their user accounts, and over 1,500 students are maintaining web pages. Each student receives an email account upon enrollment and maintains that same account while at UNCW. Faculty may use the UNCW website search engine search to find the email address of any student, and vice versa.

UNCW is also preparing for future student competency requirements. During the 2000-2003 terms, support will be provided to the campus fiber optic network, the Internet gateway, and the client wireless network for laptop and handheld microcomputers. Major renovations are scheduled to upgrade and expand these networks. Transitions are also planned to deploy newer and more

powerful systems supporting collaborative computing capabilities for instruction and research. At the same time, training is provided on all supported products through a combination of computer based training and classroom instruction. Help Desk services provide support to end users for technology-related needs through formal and informal sessions.

#### Student Training and Instruction

All seniors graduating from UNCW fill out a survey about their educational experience at the university. The responses from the survey indicate that students overwhelmingly perceive that their information technology training at UNCW is good to excellent. Over the past three years, an average of 91 percent of graduating seniors rate their information technology training good to excellent in the area of developing computer skills.

The majority of training for students in information technology is facilitated through the Department of Client Services programs. Computer based training is available to all registered students, and workshop handouts on various topics such as software packages are available in either a printed format on CD-ROM, or via the web. As mentioned above, the Technology College provides advanced training opportunities for all UNCW students.

#### Computer Competency at Departmental Level

In all academic departments, computer competency is ensured through a selection of courses that require "competency in basic computer skills including knowledge of campus use policies, facility with standard applications, and awareness of legal and ethical issues." In addition, many departments require additional computer competency courses that ensure that students acquire discipline-specific skills in this vital area. As mentioned above, 50 UNCW courses are currently designated as fulfilling the computer literacy requirement. However, only two departments report written policies that detail the computer competencies required of their students.

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### **Reliable Data Network (5.3-S1)**

*5.3-S1 A reliable data network **should** be available so that students, faculty and staff may become accustomed to electronic communication and familiar with accessing national and global information resources.*

#### Network Backbone

Presently, all of the academic, administrative, and student services buildings are connected to the campus backbone by fiber optic cabling. For security reasons, some academic and administrative departments have chosen not to connect their Local Area Networks (LANs) to the campus backbone. There are currently 3200 network connections on campus and 1200 student connections for a total of 4400 network connections. Fast rate file transfer thorough Http, Ftp and LAN protocols are supported.

In 1996/1997, Dobo Hall became the first building brought online at 100 mbs. In 1999/2000, the electronic components supporting the campus network infrastructure were replaced. The Cabletron 10 mbs shared hubs were replaced with Cisco 10/100 mbs switches, and the connection between the 5 fiber hubs was converted to 1 gigabit per second. Other buildings were increased to 100 mbs. This project had a funding level of \$1,600,000. A commitment has been made for Phase II of this enhancement in excess of \$1,000,000.

Wireless Internet access points are currently being installed in buildings around the campus. In addition, the university is midway through a project of upgrading and renovating the campus network infrastructure.

### Local Area Networks

Microcomputer Local Area Networks (LAN) exist within most of the administrative and academic departments at UNCW. At the university level, a Windows NT server functions as the repository for faculty and staff web pages and establishes the overarching "UNCWIL" domain. Servers for departmental LANs are predominantly configured to run NT or Windows 98 platforms, though there is a relatively small but increasing number of Linux servers throughout. The Microcomputer network supports file transfer under IPX, NetBUEI and TCP/IP protocols.

### Reliability

Since 1994, central computer servers have consistently operated 99 percent of the time, with their software applications available 98 percent of the time. Reports from system administrators show that hardware and software have been extremely reliable. The DEC Alpha cluster and library system components are maintained in rooms that are air-conditioned and humidity controlled separately from the buildings in which they are located. These rooms are protected by smoke and fire alarms and have halon fire suppression systems installed. Power to the systems is protected with powerful UPS units. Both the library and Information Technology Systems Division maintained systems have adequate environmental serviceability.

All microcomputer-based systems are located in air-conditioned rooms and public access to these areas is controlled. Most microcomputer lab servers are housed in locked closets adjacent to the areas they serve and have UPS protection. To facilitate restoring desktops to standard configurations, system administrators maintain CD ghost images of hard drives in student labs. These machines consistently have been operating between 97 percent and 99 percent of the time.

Data from the SACS 2000 Self-Study Survey indicates that the majority of faculty and staff find the network systems both well managed and accessible:

- 56 percent of faculty and staff agree that the campus network is adequately and effectively managed and supported.
- 73 percent agree that ITSD provides adequate access to the campus network.



### Ongoing Training of Faculty and Staff (5.3-5)

- 5.3-5 *There **must** be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.*

#### Available Training by ITSD

The Help Desk is a central facility for training of faculty and staff at UNCW. The training services of the Help Desk decreased dramatically over the years from 57 workshops taught in 1996/1997 to 32 workshops taught in 1999/2000. To supplement instruction, Computer Based Training (CBT) was added in 1998. CBT consists of 300 courses available to faculty, staff and students on campus. The CBT courses have been very popular, with over 263,000 hits in 1999. The Help Desk accommodates off campus training needs of faculty, staff and students by creating CBT CD's by request. The CBT courses also help in meeting the computer training needs at UNCW satellite locations. The instructor-led training schedule is based on past attendance; comments on evaluation forms are used to help modify and create new workshops as well as to make the existing workshops more effective. For example, several requests were made for training in the use of the Access database program so a two-part Access workshop was created. Workshops are also scheduled by request for departments that have special needs (i.e. Cameron School of Business).

**Table 93: ITSD Faculty/Staff Training**

<b>Fiscal Year</b>	<b>90/91</b>	<b>91/92</b>	<b>92/93</b>	<b>93/94</b>	<b>94/95</b>	<b>95/96</b>	<b>96/97</b>	<b>97/98</b>	<b>98/99</b>	<b>99/00</b>
<b>Workshops</b>	27	38	34	41	43	54	57	33	42	32
<b>Attendees</b>	129	244	240	278	318	342	383	218	329	252
<b>Attendees</b>	129	244	240	278	318	342	383	218	329	252
<b># Faculty</b>	25	67	71	60	128	106	125	58	38	6
<b># Staff</b>	104	177	169	218	190	216	234	160	291	246
<b>New Workshops</b>	n/a	1	6	2	2	2	5	2	3	3

The significant drop in the number of faculty members attending Information Technology Systems Division (ITSD) classes is attributed to the shift of faculty seeking assistance through the Center for Teaching Excellence and to the large number of faculty who no longer require training. As the Help Desk model matures in ITSD, troubleshooting needs are likely to be addressed from that central point.

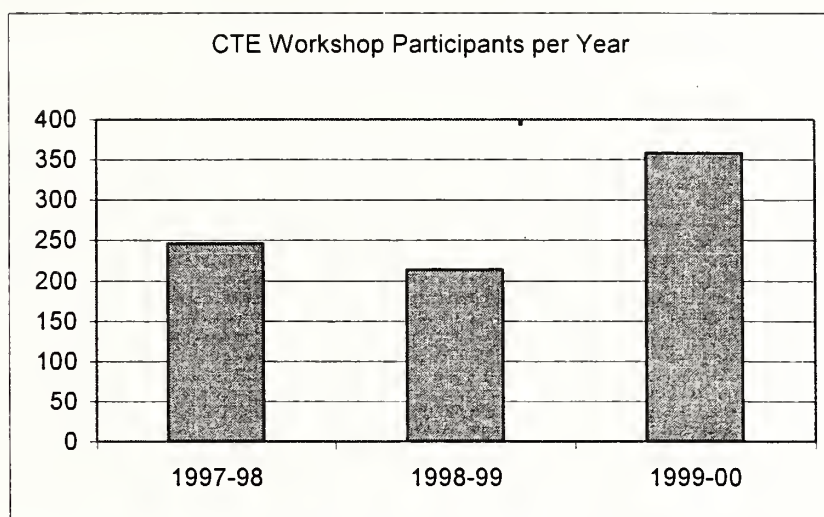
Upon request, the Office of AV/Media Services provides training and assistance on use of the North Carolina Information Highway (NCIH) facilities for faculty and staff. They also provide FAQ's on their web site. An orientation session of the NCIH classrooms is held at the beginning of each year.

### Available Training by the Center for Teaching Excellence

A major aspect of the mission of the Center for Teaching Excellence (CTE) is the training of university faculty in the application of computing software appropriate to their instructional needs. CTE receives support in this task from the Technology College and from the Information Technology Systems Division (ITSD). ITSD funds the university's Web Course Development process, which employs a peer team approach to enable faculty to develop online courses, a process to which personnel from both the Center for Teaching Excellence and the Technology College contribute. For a description of the web courses development, see section 4.5 of this report.

In 1997-98, over 240 faculty members participated in 14 workshops held by CTE. In addition, there were 100 calls for individual consultation. The numbers went down slightly in 1998-99 but, as the figure below shows, the numbers climbed to 350 participants in 22 workshops in the year 1999-2000, plus 635 individual contacts. The workshops included training in using *Power Point* presentation software, Web page construction, creation of computer graphics, video conferencing, and development of web courses.

**Figure 11:**



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### **Policies Consistent With Institution's Purpose and Goals (5.3-6)**

- 5.3-6 *Policies for the allocation and use of information technology resources **must** be clearly stated and consistent with an institution's purpose and goals.*

#### Policies at University Level

The University of North Carolina at Wilmington's budget development process is governed by Expansion Budget policies and procedures and is maintained in accordance with state uniform accounting standards (. The "logic and process used in allocating university (general funds) expansion funds" is spelled out in document BUD 1.10. Funding for the Information Technology Systems Division comes from a mixture of state, fee and other sources. Within

the budgetary framework, the Information Technology Systems Division (ITSD) submits budget requests for information technology resources. These requests are reviewed by the Chancellor's Cabinet at priority setting sessions chaired by the Provost. The Provost compiles requests and documentation and submits a list with notations to the Chancellor, who confers with his staff as appropriate to establish the final list of priorities. The university has created a "polycentralized" approach to information technology funding which addresses baseline standards campus wide through ITSD with complementary funding at the school and department level intended to address unique variations. ITSD determines its budget priorities through a series of meetings with directors and key users who present data related to established and emerging goals. These requests are assessed in the context of data collected to verify needs and progress. The goals and objectives are assessed against the broader principles outlined in the Technology Standards of Expectation and the Technology Strategic Guiding Principles, adopted in 1999. Many of these standards and principles were developed and/or administered in partnership with Academic Affairs and other divisions. Together, they include:

- A draft of information technology related planning procedures for renovation, expansion, and construction of facilities developed by the Department of Telecommunications, the Executive Director of ITSD and the Business Affairs Division.
- A Technology in Classroom Assistance Plan detailing a baseline standard, the classroom selection process, and a plan to control installation sequencing and costs. These standards are now used as a guide for all classroom purchases regardless of the source of funding and, will ensure savings through bulk purchases, loaners, and uniform training for faculty and students.
- The Life Cycle Funding Plan, which relates to the replacement of computers, and the Infrastructure Enhancement Plan, which addresses network connectivity issues, have been put into place to link resource allocation to targeted capabilities. The directors of Client Services and AV/Media Services can provide additional details.

When considered collectively, the new division has aligned resources with goals in an effort to produce a coherent technology resource and support program. Other examples of funding alignment can be found in the Chancellor's Steering Committee on Information Technology report "Managing Necessary Change in the Knowledge Ecology" and the Mid-Cycle Planning document.

#### Policies at Departmental Level

With the exception of Mathematics and Statistics and of Sociology and Criminal Justice, no other departments appear to have in place a policy for internal allocation and use of information technology resources. All departments are required to submit annual expansion budget requests, in which special needs and priorities are listed, but most leave the entire policy for allocation of resources to ITSD. Expansion budget requests are typically generated from faculty



requests and annual assessment of needs. In the College of Arts and Sciences, the Associate Dean for Technology assists with this process. The departments of Biology, History, and Mathematics and Statistics have a technology committee that assists the chair in assessing needs and prioritizing requests.

#### Policies on Use of Network Resources

Policies on the proper use of network resources are contained in The UNCW Computing Resource Policy, which can be found in section III.B.7 of the *Faculty Handbook*, in Appendix L of the *Student Handbook* and at <http://www.uncwil.edu/oit/information/advisory.htm>. Lab Rules are posted in general access and departmental labs. Webmail clients are warned at login that inappropriate mass mailings, including multiple mailings to newsgroups, mailing lists or individuals (e.g. spamming, flooding, or bombing) are in violation of the UNCW Computing Resource Policy.

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#### **Evaluation of Policies (5.3-7)**

- 5.3-7 *These policies **must** be evaluated regularly to ensure that academic and administrative needs are adequately addressed.*

The resource allocation policies related to the management of information technology resources are formally and informally evaluated through established planning cycles. The Office of Institutional Research guides the senior administrators and various planning teams through regular reviews of university planning process. These reviews indicated that the traditional policy development, planning models and budget management systems were not flexible enough since Information Technology was so rapidly emerging and changing.

These findings resulted in a comprehensive self-study and a peer review of all areas of information technology that took place in 1995-1996. Reviewers were organized into a steering committee and six working committees involving over 60 faculty and staff. Comprehensive surveys were administered to faculty (118 questions), staff (121 questions) and a sampling of students (145 students/63 questions). Subsequently, a visiting team from Association for Computing Machinery--Special Interest Group on University & College Computing Services (ACM-SIGUCCS) reviewed the final 72-page report titled "Report of the Office of Computing and Information Systems Self-Study" (1996). This report identified 64 recommendations for improvements and the ACM team added many others (Office of Computing and Information Systems, "1995 Self-Study Report"). The Information Technology and Systems Division unit report indicates that 24 of the self-study and five of the original ACM recommendations were accomplished. Many of the others have been satisfied by the natural attrition of obsolete machines and the gains in speed, memory and storage for the same purchase price of new equipment. Other recommendations necessitated executive decisions such as the recommendation to move Telecommunications out of Business Affairs, and the recommendation to create standards for supported

computing platforms and office software. Some of the main concerns of the 1996 Self-Study report were addressed by the creation of the computer replacement plan described in section 5.3-S2.

In 1998 in response to this report, the Chancellor of UNCW appointed a committee and hired a team of external consultants to conduct an exhaustive evaluation of every facet of information technology at UNCW. Over six months of scrutiny and arduous work by this committee resulted in the pivotal recommendation to establish the new Information Technology Systems Division (ITSD). As a result, the fragmented services provided by MIS, Office of Instructional Technology, Telecommunications and ancillary audio-visual support were consolidated into a single structure. The report also recommended considerable expansion of the Technology College and the appointment of a full time director for the project.

With the consolidation accomplished by the creation of ITSD, a centralized planning and review process was initiated. The planning process for acquisition and deployment of educational technology resources begins with a statement of information technology goals that are compatible with the missions of the departments and of the university. The procedure then involves the following steps:

- Senior administrators negotiate priorities in the context of information technology goals.
- Short and long-range plans to achieve these goals are established and reviewed, typically on an annual basis.
- The goals, objectives and outcomes are reported to the academic and administrative users for feedback through annual sessions with the University Planning and Quality Council, academic deans, department chairs and the Chancellor's Cabinet. Copies of the ITSD Goals and Objectives Mid-Cycle Planning 2000-2002 are printed and placed online for review.
- Departments and administration units submit budget requests containing justification of needs established in their short and long-range plans.
- The Vice Chancellor for Academic Affairs, in consultation with advisory boards, review the information technology budget requests and make allocation of funds to the departments to acquire the resources. Invariably, the demands exceed the available budgetary resources, so care is taken to try to distribute the funds in an equitable manner.
- Assessment of goals met is reviewed by a variety of methods including surveys and annual reports.
- Accordingly, adjustments are made to the short and long range plans and the cycle begins over again.

Since most academic departments do not have a policy on the use of information technology, neither do they have a process to assess them. As detailed above, goals, objectives and outcomes associated with the deployment and maintenance of Information Technology resources are reported to the

academic and administrative users for feedback through annual sessions with the University Planning and Quality Council, academic deans, department chairs and the Chancellor's Cabinet. However, this feedback procedure appears to be misunderstood or flawed since, as reported in section 5.3-2, faculty and staff believe they have little direct input into the strategic deployment of educational technology resources. This finding is the justification for the suggestion made in section 5.3-2.

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### Security Measures (5.3-8)

- 5.3-8 *Appropriate security measures **must** be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.*

#### Building and Physical Access Security

A number of security devices such as intruder detection and prevention systems are utilized at UNCW. These include network firewalls and intruder detection systems on application and database servers, physical security on computer rooms and wiring closets, and fully implemented system security on all legacy systems and distributed servers. Information about students, faculty and staff contained on university computer systems are protected through encrypted passwords.

Security alarms and ID card-swipes are implemented for access to sensitive network areas. Other security measures including authorized ID access systems, motion detectors and signal alarms are linked to the UNCW police station. In the computer operations room, there is an intruder detection system and a halon system that can sense fire. If the temperature in the computer room reaches a dangerous level, a code signal is sent to University Police. When a code signal is received for either intruder detection or fire, a police officer is dispatched to Hoggard Hall to investigate.

Building security in academic buildings and departments is an area of concern. There have been several cases of unauthorized access to departmental computing facilities and reports of rooms containing equipment being left open after hours and on weekends. While electronic locks restrict several labs with substantial computer equipment, such as the Technology College and Computer Science labs, over the past 10 years, unauthorized access to and theft of computing equipment have been reported in Bear Hall, Kenan Hall, Social and Behavioral Sciences, and Trask Coliseum. However, these incidents are uncommon and rarely result in significant loss of equipment.

#### Network Security

The Alpha VMS is configured with medium security in terms of event tolerance scales provided by Digital systems. Administrative accounts such as the Financial Resource and Student Information Systems utilize multiple layers of security requiring users to have a system number, an operator number, and a password. Clients accessing these systems from a node or by dialing in are



prompted for a username and password verified by standard VMS security. Accounts are captive, so if a user gets dropped from an application to a system prompt, s/he will be logged out. Passwords expire periodically and all entries are verified by the system. Users may know the names of files in other accounts, but they may not gain access to them unless the owners of the other accounts change the read, write, or delete privilege defaults. A user cannot read someone else's mail.

Web pages and other files stored in accounts in the UNCWIL domain are protected by standard Windows NT security. Access to domain resources requires a user name and password. DHCP or DNS servers authenticate TCP/IP connectivity. Most student labs are restricted by a firewall. A new program that creates a virtual desktop and hence protects the integrity of desktop hard drives is being installed in student stations. The Information Technology Systems Division maintains a site license for *Norton Antivirus* software that is available to all computers owned by the university. The debit card system administrator monitors the various system logs and performs backups on a daily basis. This administrator also works with the AT&T campus-wide user group, which provides information on possible security problems with the system. The computer is physically located in a locked room accessible only to authorized personnel.

In the event of a disaster in the central computing facility, back-up plans are in place. Back-up tapes of the computer systems are made daily and kept in the vault in James Hall. There also is a redundant Alpha server in Randall Library ready to be used in the event of an emergency. UNCW also has an extensive Disaster Recovery Plan that addresses the backing up and restoring of key computer systems on campus. In principle, the entire system could be recovered even if Hoggard Hall burned to the ground. For practical reasons, the disaster recovery plan has never been fully tested.

Ghost images of hard drives in student labs are stored in CD's to allow for routine recovery to standard configurations. A similar method is used in several departments to provide an initial configuration for faculty desktops. Zip drives are standard equipment in all desktops purchased since 1997, so in principle, most faculty and staff have at least one external method to backup important records.

The Computing Resources Use Policy informs faculty, staff and students of their legal and ethical responsibilities in using the UNCW data network. If there is an infraction from off campus, such as threatening email or port-scan attacks, Information Technology Systems Division staff isolates the affected computer, traces the perpetrator to an ISP and alerts the ISP to the problem. If the infraction comes from campus or originates on campus and the perpetrator is a student, the case is sent automatically to the Dean of Students office for adjudication. If the perpetrator is a faculty or staff member, the situation is referred to the Dean's level or higher. It is important to note that Computing Services only acts as an information provider and is removed from any legal or decision-making matters.

Authorized personnel who have access to select areas and/or networks are registered with ITSD.

#### Departmental Level Security

### *Library*

Innopac security provides public and staff logins to permit access to appropriate functions. Some staff functions are further password protected for individual authorization. The Associate University Librarian for Computing Systems manages these accounts.

The Innopac Circulation Module has confidentiality for library users built in. The system retains the patron checkout history only for the current and one previous circulation transaction per item. The circulation staff members, including student assistants, are carefully trained in privacy policies concerning items checked out. Employees do not reveal who has an item checked out, nor do they reveal the identity of users who have requested recalls on checked out items. The Association of College and Research Libraries Intellectual Freedom Committee document "Intellectual Freedom Principles for Academic Libraries" governs these policies.

For optimum use of equipment, certain public workstations are limited to particular functions. For instance, workstations in one area are filtered to allow access only to resources the library has selected, e.g., the online catalogue, and the databases to which it subscribes. Other machines are unfiltered for open access. This configuration is designed to ensure that equipment is available to search for the library's prime resources. Public workstations are also equipped with security software to prevent users from changing certain options or capabilities of the equipment.

### *Student Affairs*

Student records maintained by Career Services include references and credentials. Hard copies of this information are maintained in a locked, fire retardant area. Electronic copies of resumes of students who have registered with Career Services are maintained on servers at the university and with the vendor provider. Back up tapes are maintained through the vendor provider and housed in Boston, MA. Career Services has established and published information-release policies that respect and protect the rights of students and the maintenance of their confidentiality.

All personal computer files in the Admissions Office are backed up with paper records. The admissions database is maintained on a centrally located mainframe computer housed in another on-campus building (Hoggard Hall). The Registrar Web services allow students double security in accessing their records. Services include registration, add/drop, degree audit and access to the unofficial transcript.

### *Other Departments*

Computer files containing administrative or student records are accessible only to authorized personnel. Hard copies of confidential files in departmental offices are usually kept in locked file cabinets. Faculty and staff offices are usually kept locked when unoccupied. A record is kept of every key issued to any office or building door. When security is a risk because of a lost key, the locks are changed in all affected doors. There is not enough

documentation to make any general statements about redundancy of records kept in individual faculty/staff computers though generally, faculty and staff do not keep confidential records on their computers.

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**Maintaining and Replacing Equipment and Software (5.3-S2)**

*5.3-S2 There **should** be a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current technology.*

Through the Department of Computing Services, Application Services and Client Services, the university addresses several critical equipment and software maintenance and replacement needs. For example, a Personal Computer Lifecycle Funding program allows for the replacement of several hundred personal computers annually. (See the table below.)

Funding is also available to assist with maintaining the campus data network, though funding levels must be increased to meet demand. A network renovation project aimed at upgrading and expanding the campus computer network in six buildings is currently funded at \$600,000.

The Department of Telecommunications has agreements with Time Warner Cable, BellSouth and Lucent Technologies to ensure sustainable and evolving technology. The Office of AV/Media Services began implementing the Technology for Instruction: Classroom Assistance Plan as well as a Central Inventory and Technical Support Plan in Fall 2000 to provide additional support to academic units. In Phase II of the implementation of the Information Technology Systems Division, these assistance plans should migrate towards life cycle models as did the PC Life Cycle Replacement Plan.



**Table 94: 2000-01 Computer Replacement: Summary of Needs in the  
Division of Academic Affairs, 31 July 2000**

Dean/Directorate	Area	Scheduled Replacement Units	Total Estimated Cost
<b>College of Arts and Sciences</b>			
	Faculty and Staff	104.26	\$140,751
	Laboratories	130.28	\$175,878
	<b>Total</b>	<b>234.54</b>	<b>\$316,629</b>
<b>Cameron School of Business</b>			
	Faculty and Staff	22.54	\$30,429
	Laboratories	29.14	\$39,339
	<b>Total</b>	<b>51.68</b>	<b>\$69,768</b>
<b>Watson School of Education</b>			
	Faculty and Staff	11.86	\$16,011
	Laboratories	15.14	\$20,439
	<b>Total</b>	<b>27.00</b>	<b>\$36,450</b>
<b>School of Nursing</b>			
	Faculty and Staff	4.57	\$6,170
	Laboratories	4.86	\$6,561
	<b>Total</b>	<b>9.43</b>	<b>\$12,731</b>
<b>Enrollment Affairs</b>			
	Enrollment Affairs	1.10	\$1,485
	Financial Aid	3.52	\$4,752
	Minority Affairs	.88	\$1,188
	Admissions	3.52	\$4,752
	Registrar	2.20	\$2,970
	Student Acad Supp Program	2.64	\$3,564
	Learning Center	1.32	\$1,782
	<b>Total</b>	<b>15.18</b>	<b>\$20,493</b>
<b>Library</b>			
	Faculty and Staff	11.00	\$14,850
	Laboratories	15.71	\$21,209
	<b>Total</b>	<b>26.71</b>	<b>\$36,059</b>
<b>Academic Affairs</b>			
	Academic Affairs	2.64	\$3,564
	CMS	3.96	\$5,346
	CTE	.44	\$594
	Graduate School	2.53	\$3,416
	Honors Scholars Program	.66	\$891
	International Programs	1.10	\$1,485
	SMEC	.88	\$1,188
	Research Administration	.88	\$1,188
	<b>Total</b>	<b>13.09</b>	<b>\$17,672</b>
	<b>Grand Total</b>	<b>377.63</b>	<b>\$509,801</b>

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Suggestions**

**Suggestion 1:** ITSD should seek direct input from faculty and staff as part of the planning process for information technology resources. (5.3-2)

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**Appendices**

### 5.3 Committee Membership

Gabriel Lugo, Chair	Mathematics and Statistics
Susan Goodrum	Institutional Research
Ned Martin	Chemistry
Sridhar Narayan	Computer Science
Dana Ward	Computing Services
Joe Wilson	Philosophy and Religion
Barry Wray	Production and Decision Sciences

### Documentation

- Academic Affairs. "Academic Affairs Strategic Plan 1997-2002."
- . Memorandum: "Stipends to Develop Web-Based Courses." 13 October 1999.
- . "A Plan for Upgrading the UNCW Central Computing Facilities and Data Network Infrastructure."
- . "SACS Self-Study Unit Report."  
 <[http://www.5.ocis.uncwil.edu/private/sacs/admin/Academic\\_Affairs.doc](http://www.5.ocis.uncwil.edu/private/sacs/admin/Academic_Affairs.doc)>.
- Association for Computing Machinery--Special Interest Group on University & College Computing Services. *Peer Review Final Report*. 1996.
- A/V Media Services "Classroom Assistance Plan & Classroom Renovation Proposal."
- Information Technology Systems Division. Annual and Biennial Budget Requests.
- . "Client Services Lifestyle Funding Program."
- . "ITSD Goals And Objectives; Mid-cycle Planning 2000 – 2002."
- . "Managing Necessary Change in UNCW's Knowledge Ecology."
- . "SACS Self-Study Unit Report."  
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- . "UNCW Division of Academic Affairs Computing and Information Technology Goals and Strategies for the Academic Year 2000-01."
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- Office of Information Technology. "1996-2001 Planning Document for Microcomputer Support, Network Systems Support and Management of Information Support." April 1996.
- Quinn, George. Memorandum to Provost Moss (UNCW Vision 2000—Computing and Information Systems). 13 December 1994.
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## **Strengths and Weaknesses of Information Technology**

### Strengths

- Faculty and staff well trained in information technology.
- Excellent technology lab facilities for student use.
- University has excellent computer and instructional technology resources.
- Good technical and training support for faculty, staff, and students.
- Excellent online library resources
- Universal access to fast and reliable fiber optic network.
- Allocation of funds based on the Life Cycle Funding Plan
- Proactive in developing new programs which use information technology.
- Extensive infusion of information technology into the curriculum.
- Proactive in installing wireless access to the campus network and to the Internet.
- The University Web site is a valuable resource for faculty, staff, students and the community.
- Campus-wide license for Microsoft Office and other software.
- The UNCW Technology College
- Faculty and staff have shown creativity in making advances in instructional technology.

### Weaknesses

- The institution should be more responsive to faculty and staff input on how the information technology budget is prioritized, allocated, and ultimately spent.
- Multimedia funding should be available not only to classroom spaces where there has been no previous installation of data projection systems, but also for those that already offer a basic level of service.

Note: Summaries of strengths and weaknesses reported by UNCW departments can be found in the SACS section 5.3 subcommittee report ("2000 SACS Section 5.3 Subcommittee on Information Technology Report," 2001).



## Department Summaries of Technology-Based Educational Resources

### Anthropology

By Fall 2001, the Anthropology Program will have classrooms on both first and second floors of the Social and Behavioral Sciences building set up with permanent multi-media equipment. Internet connections have been installed in all classrooms and the three anthropology laboratories were wired for internet during Fall 2000. Academic computing services has set up a student computer lab with specialized software in the Social and Behavioral Sciences building (SB 221) that is available for any student to use.

The Anthropology Program faculty offices are equipped with PCs. Specialized software packages (e.g. ANTHROPAK, ETHNOGRAPH, SPSS) are used for research and teaching purposes.

The Anthropology Program offers two courses through the Technology College, and two faculty members teach courses using multi-media technology. The program is developing a separate WEB site with links to each faculty member. The WEB site will contain all relevant information about the program, courses offered, short bios of faculty members and their research and teaching interests. Student will be able to link to specific courses being offered in given semesters in order to access syllabi, assignments and other class related exercises.

### Art and Theater

The Department of Art and Theatre has a new 54 Gb Dell server, housed in Hoggard Hall, for the new Digital Image Database developed by a faculty member. Several undergraduate courses make use of technology through the web, photo editing, computer aided drafting and three-dimensional computer modeling. Directed Individual Study and small classes have been held for several years in the offices of faculty members in studio art and theatre technical production.

### Biology

The Department of Biology uses the multimedia computers and computer projectors available in the main lecture halls in Dobo Hall (103 and 134) and in the lecture halls of Friday Hall on an as needed basis. In addition, there are two computer labs (Dobo Hall 118 and 119) that are shared among several courses. The new Center for Marine Science has six connections per laboratory to interface with instruments and to allow remote access to instruments for troubleshooting by technical representatives.

### Chemistry

Information technology is infused throughout the curriculum in the Department of Chemistry beginning with the first courses taken by freshmen. Beginning chemistry students encounter information technology in both the general chemistry lecture and laboratory. In the lecture, instructors use the Web to access lessons, animations, videos, and data sets. The textbook used for the course includes a CD-ROM and a Web site from which students are required to access information for homework problems and to complete online quizzes. In the laboratory, students use networked computers to acquire data from experiments, learn to analyze these data using electronic spreadsheets, and report their results using word processors. Handheld computers with wireless network

connectivity are used in both lecture and lab for molecular modeling exercises and for collecting student responses to questions posed by the instructor. During their second year in the department, students learn to use computers and molecular modeling software to analyze the structures and properties of organic molecules. They learn to design their own computer-based data acquisition experiments and the fundamentals of computer-instrument interfacing. In subsequent semesters they use computers to perform more advanced chemical calculations and to present the results of their investigations using drawing and presentation software such as PowerPoint, ChemDraw, and PaintShop. It is doubtful that any other chemistry department in the country makes more use of information technology in its curriculum than the UNCW Department of Chemistry.

### Communication Studies

The Department of Communication Studies has a computer lab classroom and new media production equipment that has dramatically impacted the integration of technology across its curriculum. Each semester, several courses are listed with the Technology College. An electronic copy of the unit's newsletter CONTACT is published at the departmental website.

### Computer Science

The Department of Computer Science has several subnets of workstations, servers and peripherals including systems for faculty and system support staff. There are three servers: Dell PowerEdge 4200 Dual Pentium II 350 MHz, 512MB memory, 65GB disk space, operating primarily as Linux student server; Dell Optiplex GX1 Pentium 450 MHz, 256MB memory, 8GB disk space, operating as a special purpose instructional server; Sun Sparc Station 10 running Solaris, 320MB memory, 20GB disk space, serving as a Faculty Research server. Bear Hall (BR) is wired with 10/100/1000 Mbps Ethernet via several CISCO 2900 series fast ethernet switches.

There are several technology classrooms used for instruction and lab activities. For example, BR 165 is equipped with 36 Dell Optiplex GX1 Pentium III 450 MHz machines running Windows 2000 (including the professor station) with 10/100 Mbps Ethernet connections. Instructional aids include an ELMO unit for transparencies or overhead projection, ceiling mounted screen projector connected to the ELMO, the professor station, and VCR. BR 165 is also equipped with a Hewlett Packard LaserJet 4050 printer and a Hewlett Packard ScanJet 6 scanner. BR 206 is equipped with a Dell Optiplex GX1 Pentium III 450 MHz machine with 10/100 Mbps Ethernet connection and an ELMO unit connected to a ceiling mounted projection unit.

In addition to the aforementioned classroom facilities, students also have access to two computer labs in Bear Hall (other computer labs are accessible around the university as well): BR 202 - equipped with 20 Dell Optiplex GX Pentium III 800 MHz machines in addition to 5 Dell Optiplex GX1 Pentium 450 MHz machines with 10/100 Ethernet connections and two Hewlett Packard LaserJet printers. BR 201d - equipped with eight Gateway 3000 Pentium 233 MHz machines in addition to six Dell Optiplex GX1 Pentium 450 MHz machines and one Dell Optiplex Gs+ Pentium 266 MHz machine. This lab, which has one Hewlett Packard Laserjet 4050 printer, one Hewlett Packard Laserjet III printer and two Relisys scanners, is used primarily by Junior and Senior Computer Science majors and is accessed by cardkey.

Faculty are provided Intel Pentium processor PC's running Microsoft Windows 98/NT/2000 and Linux operating systems, per faculty preference. They have access to NT file servers and Linux Samba-based file servers. There are departmental printers as well as individual office printers.

Much of the software used by faculty and students is available freely on the Internet (e.g., the Linux operating system, many language compilers - C, C++, Pascal, Java, Lisp, Prolog, simulation software, etc.) and/or come as part of the university's Microsoft site license (e.g., Visual Basic, Microsoft Windows 98/NT/2000, Visual C/C++, etc.). Other software licenses have also been purchased by the department (e.g., specialized graphics software) or come from textbooks adopted for various courses (e.g., MASM, LogicWorks, etc.).

### Earth Sciences

The Department of Earth Sciences maintains a central server for file storage and system backup. A few individuals have experimented with using NetMeeting. Most faculty members involved with graphic design use desktop computer programs such as CorelDraw or Canvas. Many journals in which faculty members are publishing now require submittal of manuscripts in digital form. In terms of research, faculty in general are engaged in statistical analysis, several faculty members are applying Geographic Information System technology to their work, a few have worked with digital modeling of physical processes, two faculty members are currently working with 3D visualizations, and one faculty member developed a symbolic font to use in digital mapping. Faculty member maintain the web pages for the Pioneer America Society and for the world community interested in research in Ceramic Petrology.

Except for the Spatial Analysis and Cartography Laboratories, few of the laboratories have sophisticated (or modern) computer platforms to utilize the wired access installed by the department. At this time, 8-year-old IBM computers are available for student use in DeLoach 105, 222, and 224.

### English

The Department of English has a lab (Morton 204) with 20 student computers. It is scheduled for classes regularly (16 courses in Fall 2000). Additionally, numerous classes incorporate online components, including two courses currently offered as online courses.

### Foreign Languages and Literatures

The Department of Foreign Languages and Literatures has a Language Lab with six Macintosh computers specifically for department activities, but the computers are old and are not connected to the Internet. Virtually all courses require some use of technology such as portable TV's and VCR's, slide projectors, OHP's and boom boxes. A computer projector is available for classrooms that do not have them. Some faculty members have developed and are developing courses that use interactive and multimedia technologies.



### Mathematics and Statistics

The Department of Mathematics and Statistics has two new Sun Workstations; an E250 running Solaris 7 serving statistics applications and an Ultra 10-440 used by a new faculty member for modeling of ocean and atmospheric dynamics. Bear Hall 164 originally housed an National Science Foundation funded computer laboratory. This lab, which started in Bear Hall 102, was the first test bed of using computer labs and multimedia instructor stations in the Mathematics and Statistics Department. The lab currently has 18 networked student machines and one instructor machine, all of which have been upgraded recently. These machines have access to a Laser Jet 4000 printer. The instructor station is connected to a ceiling mounted projector, a Canon Video Visualizer RE-650 MK11, and a RELISYS flatbed scanner. There is a larger computer classroom across the hall in Bear 161. This classroom houses 35 computers. These machines have access to a Laser Jet 5SiMX printer. The instructor station is connected to a ceiling mounted projector, a Laser Jet 4000 printer, and an ELMO Visual Presenter, Model EV-500. A six-foot screen for projection and a panel of three sliding white boards is in front of the room. Bear 161 is scheduled for heavy use, mostly in Calculus courses. Several instructors lecture using the Elmo units and then post the notes on the Internet. Almost every course in the department requires the use of computers.

### Music

The Department of Music keeps computers with music sequencing and notation software in two of the department's three classrooms. Kenan Hall has a Computer Lab shared with the Department of Art and Theatre. Three workstations are equipped with MIDI keyboards and digital sound modules, and an additional two have music software. This lab is intended to service theory classes that enroll 20 or more students. There is presently a single workstation that includes MIDI sequencer, sound canvas, a large capacity Macintosh computer, and software for sequencing and for the production of digital audio recordings and CD ROM disks.

The computer lab located in the Music Department is made available to all students enrolled in music courses. The lab houses 12 computers, five of which have the *Finale* music writing program, two with keyboards, and three with sound modules.

### Philosophy and Religion

In the Department of Philosophy and Religion two faculty members use Adobe Acrobat; three use Macromedia Dreamweaver (for web site development) and Fireworks (for web graphic editing); one uses Adobe GoLive, BBEdit, and GraphicConverter (for web site development). Several faculty members use Microsoft FrontPage. The newsletter editor uses Adobe PageMaker. The department has designated a technologically competent faculty member as a computer liaison, charged with basic software and hardware support. This position counts as a committee assignment. The department also gives an annual multimedia workshop. The department does not maintain a computer lab for its students, but instead relies on the university's facilities (including computer labs that are available 24 hours a day) to provide for the needs of its students.

### Physics and Physical Oceanography

The Department of Physics and Physical Oceanography inventory contains computers, probeware for data collection, and related peripherals necessary for incorporating technological advances into its operations. The department has ten computers dedicated to student use. Eight are housed in the introductory teaching laboratory, one of many university-designated student computing labs; as such it qualifies for life cycle replacement administered by the Information Technology System Division, with full replacement cost underwritten by the university. The introductory laboratory is slated to receive a full complement of new computers in time for the Fall 2001 semester. A multimedia installation also is planned for this laboratory sometime in the Spring 2001 semester. The department provides an additional two computers for general and incidental use by its undergraduate majors.

### Psychology

The Department of Psychology web page contains an advising manual and a short self-administered quiz students can take to see how much of the advising material they have mastered. One faculty member puts her course lecture notes on the Web and requires students to prepare presentations in Power Point. Another faculty member has developed a multi-media Toolbook to teach "Sensation and Perception." The department offers a virtually paperless computer-based laboratory course in cognitive psychology. The department has commercial and locally designed software for Experimental Psychology and several other courses. The tracking equipment to examine animal activity and the control of the behavioral pharmacological laboratories has been computerized. Technology skills are required for all positions in the department. The requirements for research and animal care technicians in the department are particularly related to technology and are carefully detailed.

### Social Work

The Department of Social Work has instructional equipment available for videotaping and playback facilities, overhead and LCD projection.

### Sociology and Criminal Justice

The Department of Sociology and Criminal Justice incorporates information technology in 90 percent of the courses in the department. The use of the computers in the classroom include downloading files (Real Player, Adobe Acrobat), web page development (Front Page), multimedia presentations (Power Point), data analysis software (SPSS, SAS, MicroCase), spreadsheets (Excel), GIS mapping software (ATLAS), file management (Windows Explorer), and searching electronic literature databases (Sociological Abstracts, Social Science Index, JSTOR, etc).

The department does not have a computer-equipped classroom in the Social and Behavioral Science Building, but does have access to a computer classroom in Bear Hall. Academic Computing Services provides a student computer lab in the Social and Behavioral Science Building (SB 221). This lab provides computers that are loaded with specialized software (e.g. SPSS, MICROCASE) that students use to complete assignments in various courses offered in the department. Two laptop computers are available for faculty use as well.

### Cameron School of Business

Cameron School of Business has both a computer laboratory and a computer classroom. The computer lab operates seven days a week, generally from 8 a.m. to 10 p.m. with more limited hours during weekends, summer sessions, and holiday breaks. The lab currently houses 50 new computers fully loaded with software packages used in courses throughout the Business School. The school has a full-time director of support of technology who reports to the Associate Dean. The director has charge of 233 PC's, the computer classroom, the computer lab, and 17 student workers.

As of Fall 2000, all except one classroom have been equipped with permanent video projection systems, a computer, and a VCR. All classrooms provide connections to the school and university networks as well as to the Internet. Faculty have access to a workroom in Cameron Hall equipped with a multi-media computer and a scanner. A digital camera is also available. The UNCW Center for Teaching Excellence provides a faculty workstation for developing multimedia presentations using audio or video equipment.

Between 1994 and 1999, one computer lab was used as a teaching classroom for part of each day. When it was not used for classes, the lab was open for student access. An enlarged computer lab was built during the spring and summer of 1999 and was available for student use in Fall 1999. One classroom currently operates as a computer classroom with a PC at each desktop.

### The School of Nursing

The School of Nursing Learning Resource Center (LRC) has 16 student computer stations consisting of 11 PC's with Pentium I chips, 4 Pentium IIs, and one Pentium III. The computers are loaded with Microsoft Office, Corel Suite, SPSS 10.0, the current Educational Resources RN-CAT simulated NCLEX-RN exam, and numerous up-to-date computer-assisted instructional programs that support the nursing curriculum. A print and computerized catalogue (on Microsoft Access) of computer programs available to students is in the LRC. There is a shared drive, running from the LRC nursing server, devoted to student and faculty work in progress that can be accessed from any computer in the lab, the portables in the classroom, and faculty office computers. The list of LRC videos, computer programs, etc. is on the shared drive also. All the computers that run from the nursing server are networked to a HP 5N laser printer. All computers in faculty offices and the LRC have CD-ROM drives. One of the lab computers is also served by a color inkjet printer and a scanner. All computers in the School of Nursing are networked via Ethernet to the campus intranet and the Internet. LRC computers have both Netscape and Explorer browsers. Students use the library's electronic resources frequently and the numerous health and nursing-related web sites and databases, many of which are now a part of the regular course curriculum.

In the last ten years there has been an almost total transformation in the technological equipment configurations that support School of Nursing instruction. They have gone from filmstrips with audio and a few Apple Ii's in the LRC, to the present campus computerized infrastructure that supports classroom use of interactive instructional modules on the World Wide Web and CD-ROM simulations systems like the Cathsim.



### The Watson School of Education

The Watson School of Education (WSE) has a Technology Center open 55 hours a week and supplied with excellent computers and a trained staff. Last year, the computers in the lab were standardized to conform with the university-approved platforms. Faculty are supplied with the latest of the campus-approved computers on a rotating schedule. Printers are purchased with departmental funds and each faculty computer is connected to a printer. In addition, color printers are available in each departmental office, and laptops are available for check out on an as-needed basis. All classrooms in King Hall are equipped with a media cart with projection, video and computer capabilities. Computers are available in King 201 and 202 for use of both graduate and undergraduate students. In the proposed education building, plans have been made for a computer lab specifically designed for graduate use, a general access computer laboratory and two computer classrooms. The Watson School has an active Technology Council that meets on a regular basis to discuss items ranging from the types of platforms to be supported by the Watson School to policies and procedures for checking out laptops.

### The Science and Mathematics Education Center

The Science and Mathematics Education Center has partnered with New Hanover County Schools Technology Department in their Revisit and Revitalize Technology Literacy Challenge Grant program and with Pender County Schools in the Education Future NOW project. Through the Center's Technology Loan Program teachers are able to borrow laptop computers, probeware, water testing kits, biotechnology kits, and the StarLab portable planetarium to enhance and improve their instruction. K-12 students are the beneficiaries of these equipment loans. In 1997, over 15,000 students were served; in 1999, over 18,000 students were served. In every case where the Science and Mathematics Education Center is able to offer technology workshops, use university computer labs, and provide technology equipment to K-12 teachers, the university is providing public access to its educational programs and resources.

## **5.4: Student Development Services**

### **-1-**

#### **Summary**

The responsibility of providing student development services at the University of North Carolina at Wilmington falls to the Division of Student Affairs. The Division strives to cultivate a campus community where students can achieve success and become responsible citizens. Its purpose is to support the university's mission by providing services and programs, encouraging student learning in and out of the classroom, and developing a diverse community that is educationally purposeful, open, just, disciplined, caring, and celebrative.

This section of the Self-Study documents the tremendous breadth and quality of the student development services offered by the Division of Student Affairs. The Division has employed the lessons of assessment and efficient organization to provide exemplary student services. Most of the information presented in this report was gathered from the excellent self-study unit reports and from Web pages published by units of the Division. The committee also received valuable assistance from Jim Dragna of the Office of Student Affairs.

### **-2-**

#### **Introduction**

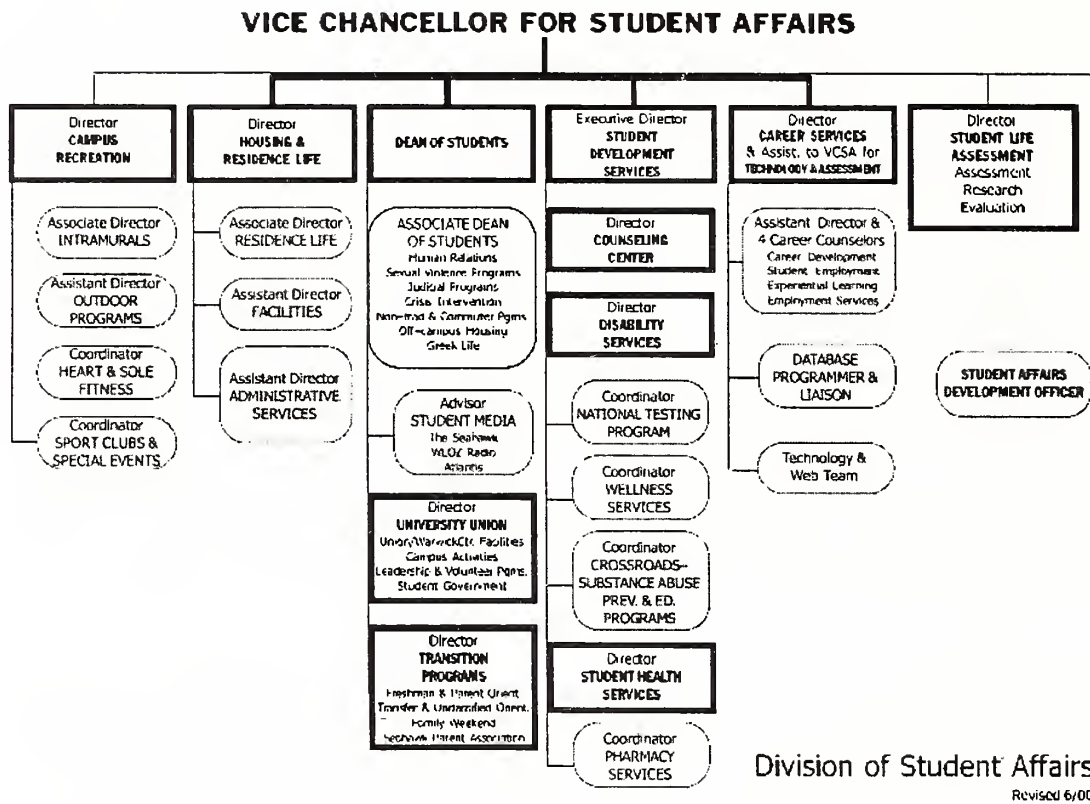
The Division of Student Affairs is responsible for planning and implementing student development services. These services are essential to the educational, cultural, social, moral, spiritual, and physical development of students. In supporting the university educational mission, goals for the student service programs are consistent with student needs and the purposes of UNCW. On-going and periodic evaluations and assessments are conducted in every aspect of operation. Policies and procedures by which student development services and programs are established and implemented are defined in a manual, annually reviewed and periodically updated. The Division of Student Affairs is a major organizational unit of the university, staffed by qualified people with appropriate training and experience. The organizational chart on the following page outlines the structure of the division.

The Division of Student Affairs includes Student Development Services, Office of Dean of Students, Campus Recreation, Office of Housing and Residence Life, Career Services, and Student Life Assessment. A brief description of the services provided by each of these units will serve to illustrate the tremendous scope and quality of services provided by UNCW.

#### **Student Development Services**

Student Development Services integrates the activities of the Counseling Center, Crossroads: Substance Abuse Prevention and Education, Disability Services, National Testing Program, Student Health Center, and Wellness Services. The interaction of these providers and educators addresses the developmental, health, and wellness concerns of the university community and its students.

Figure 12: Student Affairs Organizational Chart



### Counseling Center

The mission of the Counseling Center is to provide professional, ethical, and time-effective counseling to individual students, as well as education and consultation to the university community. Services address concerns related to the academic, social, developmental and personal well-being of students. The Counseling Center's scope of service includes strategies for coping with stress, academic success, relationships, anxiety, depression, grief and loss, family issues, sexuality, substance abuse, eating disorders, and trauma related to abuse or violence. Trained professionals provide outreach, assessment, help with problem-solving, counseling, and referrals.

### Crossroads: Substance Abuse Prevention and Education

The UNCW substance abuse prevention and education program is dedicated to the advancement of thoughtful and healthy decision-making regarding the use of alcohol, tobacco and other drugs. Its goal is to support the university's mission of student success by providing the most current resources, programming and education to assist students in their understanding of the effects of substance use and abuse, and to encourage legal accountability and personal responsibility in all choices involving alcohol, tobacco and other drugs.



### Disability Services

UNCW is open and accessible to students with disabilities. The university community is committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act of 1973 and its amendments, and to the Americans with Disability Act of 1990. Disability Services serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration.

### National Testing Program

The mission of the National Testing Program is to administer and provide a secure, efficient and nondiscriminatory testing facility for UNCW students and the surrounding community. This facility includes computer and paper-based testing of standardized tests for graduate and certification exams.

### Student Health Center

The mission of the UNCW Student Health Center is to deliver quality health care to a diverse population of students. The services include the diagnosis and treatment of general and acute medical problems and referral to specialists and specialized services as needed. The Student Health Center includes the UNCW Pharmacy, which provides confidential and essential information to students regarding the proper use of medications. The Student Health Center supports academic achievement through the delivery of convenient, cost effective health care combined with health education in a manner consistent with the educational mission of UNCW.

### Wellness Services

Wellness Services is the campus resource for health education materials, programs and services, as well as direct-care consultations and referrals. Wellness Services is designed to promote, support, and affirm healthy living behaviors among campus community members, and strives to foster knowledge, attitudes, and skills that are essential for positive decision-making and enhancement of self-esteem. Services focus on assisting individuals in acquiring and implementing skills needed to enrich their collegiate experience and to improving the quality of their lives now and in the future. Educational components focus on, but are not limited to, sexual health, stress management, nutrition, cancer prevention, and men's and women's health issues. Wellness Services offers comprehensive nutritional consultation and programming for individual students and the university community.

### Office of the Dean of Students

The Office of the Dean of Students (ODOS) is an organizational unit that serves as the primary advocate for students in addressing personal and community needs, issues, and concerns in representing the student perspective to the university community. The ODOS staff provides resources and referrals for all faculty, staff and students. The ODOS places emphasis on student advocacy while broadening the development of services and programs for Greek life, off-campus students, nontraditional students, diversity, student

media, and sexual assault and harassment education. The Office of the Dean of Students coordinates the university judicial process.

The ODOS is responsible for the operation of the University Union and the Activities and Leadership Center, which together provide facilities and programs designed to enhance student development and learning. The Activities and Leadership Center is the community's connection to entertainment, involvement, leadership and service. The staff provides support and advising to more than 125 student organizations, as well as the Association for Campus Entertainment, UNCW Volunteers, Leadership Education and Development, the Student Government Association, and Arts in Action. The Activities and Leadership Center creates opportunities for students to develop leadership skills, as well as a positive attitude toward lifelong learning. A primary focus for the future includes the implementation of a plan for the renovation and expansion of the University Union. More information about the wide variety of activities provided by the University Union can be found in the response to section 5.4.3.2-2 in this report.

The ODOS oversees the Transitional Office that assists first year students and their families "transition" into the university community. The Transitional Office exposes new students to educational opportunities, orients them to the academic and co-curricular life of the institution, and aids their parents in their understanding of the UNCW environment and services. The Transitional Office is responsible for the development and implementation of Family Weekend and the Seahawk Parent Association.

#### Campus Recreation Departmental Programs

Campus Recreation provides student activities that contribute to the social and physical development of UNCW students. Its programs have seen an incredible growth over the past seven years, as illustrated by the fact that in the previous SACS review, only one area of Campus Recreation, intramurals, was discussed. Since 1990, Campus Recreation has hired a full-time Director, Associate Director/Intramural Director, Assistant Director/Outdoor Program Director, Special Event Coordinator/Sport Club Advisor and Fitness Programs Coordinator, each of whom has a Master's degree in an area relevant to their responsibilities. Five full-time employees and one office manager oversee 102 hours per week of available recreational time for the university community (students, faculty and staff).

Campus Recreation organizes and administers a variety of recreational services that address the overall wellness of the university community. The primary goal of the program is to provide quality recreational experiences that encourage physical, cognitive, social, and educational development. Campus Recreation completed construction of a new 64,000 square feet facility in April 2000.

#### Office of Housing and Residence Life

The Office of Housing and Residence Life is responsible for the overall administration and supervision of all campus-owned housing, including seven residence halls, thirteen apartment buildings, and seven suite-style buildings. The Office of Housing and Residence Life serves over 2,100 students, providing a clean, safe, and well-maintained living environment, as well as fostering an atmosphere that is conducive to each resident student's personal growth and academic success. Co-curricular learning

opportunities are provided through educational, cultural, and social programs; leadership positions in self-governance; peer advising; and various volunteer and student employment positions. The Office of Housing and Residence Life is responsible for coordinating the consortium agreement and participation in the National Student Exchange Program.

The Office of Housing and Residence Life employs full-time Residence Coordinators (RC's) to manage the day-to-day business of the residence halls. The five RC's are live-in professionals, available to students 24 hours a day. Each holds a Masters Degree in an appropriate field. In support of the RC's is an Assistant Residence Coordinator (a dedicated second or third year Resident Assistant with interest in a career in Student Affairs), and 48 Resident Assistants (RA's) who live with the students for the purpose of enforcing policies, providing programming, and developing a residence hall community. At UNCW, RA's live on every floor of each residence facility. In Galloway Hall, UNCW's largest residence hall, there are two RA's per floor.

### Career Services

Career Services at the University of North Carolina at Wilmington provides services and resources to empower students in their own career development. Through career exploration and experiential opportunities, students are motivated to expand their knowledge of themselves and the world of work in a dynamic global community.

Career Services encourages the discovery and refinement of students' work values, interests and skills, and their relationship to academic and career planning. With Career Services resources, professional knowledge and support, students become responsible for their transition to productive academic endeavors and satisfying employment. This mission is accomplished through collaboration with students, faculty, staff, employers, the general public and the use of state of the art technology.

Career Services provides an effective career development program that comprehensively meets the needs of students ranging from first year college students through graduate school, as well as services for UNCW alumni. The office of Career Services specifically provides individualized and group career counseling, individualized assessment, seminars and specialized training, guest lectures, career events and panels, internships, information sessions, on-campus recruitment, electronic job databases and referrals for employment opportunities.

### Student Life Assessment

Student Life Assessment coordinates student affairs research, assessment, planning, as well as departmental and program evaluations, in order to better meet the needs of students and to ensure effective resource management.

The activities of Student Life Assessment include the development of the five-year strategic plan, refinements in annual assessment, assessment and evaluation input into divisional and departmental planning, and implementation of procedures to define and assess departmental goals and outcomes.

Additional activities of Student Life Assessment include the exploration of student learning outcomes, collaborative projects with Institutional Research, and the publication of appropriate data to the university community.



The Division of Student Affairs is carried forth by its own mission statement that promotes “providing services and programs, encouraging student learning in and out of the classroom, and developing a diverse community.” The efforts of the Division of Student Affairs, in partnership with students, faculty and staff, enriches a campus community where quality service is based on effective utilization of technology and human developmental theory. The following Student Affairs’ key accomplishments yield an image of a dynamic organizational unit:

- The opening of the Campus Recreation Center on April 11, 2000 dedicated an over 67,000 square feet multi-program recreational facility for students, faculty and staff. Each day, approximately 1,200 students, faculty and staff are served by this recreation center.
- The UNCW Leadership Center generated over 24,000 student community volunteer hours last year. Students participated in campus, community and regional service opportunities.
- The Career Services was nationally recognized by the *Los Angeles Times* as one of the best university career center resource sites in the county. The site (<<http://www.uncwil.edu/stuaff/career/>>) registers over a million visits each month.
- In November 1998, Housing and Residential Life opened two new residence halls as special interest housing for international and honors students. In addition, a connector building was added to Hewlett and Graham Hall to provide classroom and programming space.

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### Scope and Accountability (5.4.1)

*5.4.1-S1 Student development services are essential to the achievement of the educational goals of the institution and **should** contribute to the cultural, social, moral, intellectual and physical development of students.*

The Division of Student Affairs is responsible for planning and implementing student development services. These services contribute to the educational, cultural, social, moral, spiritual, and physical development of students. Unit employees with appropriate academic credentials teach introductory course such as UNI 101, and events sponsored by the division often include UNCW faculty as invited speakers. Cultural events are sponsored by various organizations including the Association for Campus Entertainment, which is the largest programming body on campus. Campus recreation provides a host of opportunities for student physical development, including a state of the art Campus Recreation Center providing a multi-program recreational facility for students, faculty and staff. The staff in the residence halls provide numerous resources to help students develop their social skills, and the Counseling Center, which is accredited by the International Association of Counseling Services, provides support to students as they develop their moral, intellectual and social skills.

*5.4.1-1 To ensure effectiveness, the institution **must** develop goals for the student services program consistent with student needs and with the purpose of the institution.*

The Division of Student Affairs has clearly stated mission and goal statements in its 1999-2004 Strategic Plan that support the university's overall mission and purposes.

*Division Mission Statement:*

"The Division of Student Affairs at the University of North Carolina at Wilmington strives to cultivate a campus community where students can achieve success and become responsible citizens. Our purpose is to support the university's mission by providing services and programs, encouraging student learning in and out of the classroom, and developing a diverse community which is educationally purposeful, open, just, disciplined, caring, and celebrative."

*Division Goal Statements:*

The Division of Student Affairs at the University of North Carolina at Wilmington will be guided by its core values and focus on the seven areas of concentration with corresponding goals as it prepares students for the 21st century:

- Student Advocacy: The Division of Student Affairs will advocate for student rights and responsibilities for all students and empower every individual to take initiative for their own personal growth.
- Student Learning: The Division of Student Affairs will facilitate student learning through quality student involvement, experiential learning, and student employment while recognizing the unique needs of individual students.
- Community Development: The Division of Student Affairs will embrace and promote diversity while cultivating affiliation, connection and pride within a fully accessible university community.
- Services and Programming: The Division of Student Affairs will provide progressive, collaborative, and accessible services, programs, and resources to serve the needs of all students in support of the university mission.
- Staff Recruitment and Development: The Division of Student Affairs will recruit, support, and retain a diverse quality staff committed to enriching the university community.
- Technological Advancement: The Division of Student Affairs will utilize and incorporate emerging technology in order to provide quality programs and services to prepare all students and staff for the future.
- Facility, Space, Equipment and Capital Improvement: The Division of Student Affairs will provide accessible and sufficient facilities, space and equipment for all students and staff in order to maintain a healthy and safe environment.

Each unit in the Division of Student Affairs has developed a Statement of Goals that are consistent with student needs and with the purpose of the institution. These goals are found in the Mission Statements, Strategic Planning documents, and annual reports of each unit.

*5.4.1-2 Appropriate student development services **must** be provided for distance learning programs as well as on-campus programs.*

The Division of Student Affairs makes every effort to identify and address service needs of all students, including those enrolled at sites other than the Wilmington campus. Appropriate student development services have been provided to students in the distance-learning program on an as-needed basis. (Examples include student counseling services and career services.) However, distance learning and extension students do not pay the same student fees as on-campus students since many services, such as access to the Student Recreation Center, are not available to these students.

The facilities and support services for off-campus Extension Services have been reviewed by a SACS substantive change committee (1997) and the National League for Nursing accrediting committee. Both of these teams have visually examined the off-campus and on-campus classes and support services, and have deemed them more than adequate for fulfilling the institutional educational purposes and for contributing to the effectiveness of learning.

Every unit in the Division of Student Affairs has developed a web site containing information on services and programs available to both on- and off-campus students. While many of these pages do provide contact information, most contain no references to distance learning or extension students, and describe programs that are clearly designed for the on-campus community. More web-interactive services and programs are being developed to serve both the on- and off-campus populations. However, the current web offerings fail to address distance learning or extension student needs.

**Suggestion 1:** The Vice Chancellor for Student Affairs should ensure the development of additional web-based information about student development services to which distance learning and extension students are entitled.

*5.4.1-3 The institution **must** clearly designate an administrative unit responsible for planning and implementing student development services.*

The Division of Student Affairs is responsible for planning and implementing student development services. (See the University Organizational Chart presented in the Introduction of this report or at [http://www.uncwil.edu/oir/org\\_charts/index.htm](http://www.uncwil.edu/oir/org_charts/index.htm).)

The Division of Student Affairs is organized into eleven departments: Campus Recreation, Career Services, Counseling Center, Disability Services, Housing and Residence Life, Office of the Dean of Students, Student Health



Services, Student Life Assessment and Technology, Student Development Services, Transition Programs, and the University Union.

The vice chancellor for student affairs is a spokesperson for student services, student needs, and the quality of life and education outside the classroom. The vice chancellor, in consultation with the senior management team, identifies issues, sets priorities, develops policies, and provides leadership for the division. The vice chancellor for student affairs, in consultation with division directors, organizes, staffs, leads, and assesses programs on a continuing basis.

*5.4.1-4 Appropriate policies and procedures for student development programs and services **must** be established.*

Each unit within the Division of Student Affairs is responsible for developing appropriate policies and procedures for its programs and services. All departments review policies and procedures annually. An overview of the review process is given in section 5.4.1-7 below. Overall division policies are maintained within the Office of the Vice Chancellor for Student Affairs and are formulated in consultation with appropriate university constituencies. All departments have developed records policies approved by respective department directors, the vice chancellor for student affairs, the university records officer, the chancellor, and the North Carolina Department of Cultural Resources. Copies of these policies can be found in the documentation accompanying this report.

*5.4.1-S2 Student development services **should** be given organizational status commensurate with other major administrative areas within the institution.*

The Division of Student Affairs is headed by the vice chancellor for student affairs, and reports directly to the chancellor. (See the University Organizational Chart presented in the Introduction of this report and also available at [http://www.uncwil.edu/oir/org\\_charts/index.htm](http://www.uncwil.edu/oir/org_charts/index.htm).) This status is similar to other major administrative areas within the institution, such as business affairs, information technology, university advancement, and public service. The vice chancellor for student affairs serves as a senior member in the Chancellor's Cabinet and the University Planning Council.

*5.4.1-5 These services **must** be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation.*

*5.4.1-6 Exceptional cases **must** be justified by the institution on an individual basis.*

The division has qualified professional staff. Qualifications for professional employment are determined by each unit based on the professional standards required for the various assignments. Titles, degrees and years of experience for all professional staff of the division of student affairs are presented

in Appendix C. In general, a professional staff member must have a graduate degree in a field of study relevant to the position's duties. Appropriate justifications for all exceptions have been included in the personnel files that are located in the Office of the Vice Chancellor. In all departments or units where there are full-time directors, the directors possess a level of education and professional experience beyond that of the staff they supervise. Job descriptions for all professional employment are updated regularly and maintained by the Office of Vice Chancellor for Student Affairs. Staff files of all professional employees of the Division of Student Affairs are also located in the Office of Vice Chancellor for Student Affairs.

Qualifications for clerical support employment are established by the university's Human Resources Office according to their classifications. To ensure that professional staff members devote adequate time to professional duties, every effort is made to provide sufficient clerical and technical support staff. The division seeks to assemble a staff whose demographic characteristics represent those of the student body.

All staff members in the division are evaluated annually to ensure they have up-to-date knowledge and training to perform their duties. (See SPA annual evaluation and EPA evaluation form.)

#### *5.4.1-7 Student development services and program **must** be evaluated regularly.*

All research and evaluation projects in the division are coordinated through the Office of Student Life Assessment, which has established four categories of policies and procedures relating to evaluation and assessment:

1. General research and evaluation policies and procedures comply with the stated goals of UNCW and the Division of Student Affairs.
2. Specific research and evaluation policies and procedures have been established for cooperative efforts between functional areas within the division.
3. Inter-office collaboration of research and evaluation policies and procedures have been established to coordinate joint research efforts between the division and other UNCW organizational units.
4. Information management policies and procedures have been established to insure a continuous planning evaluation process.

The division's research, evaluation, and assessment program strives to set goals for student services programs that are consistent with student needs and the purposes of UNCW, and to analyze the effectiveness of these programs. Activities of the division's research, evaluation, and assessment program include:

- Collecting and analyzing student data beginning with pre-enrollment characteristics of first-year students and continuing through follow-up studies with former students.
- Conducting periodic studies of the characteristics of students and various student subgroups; students may be described in terms of

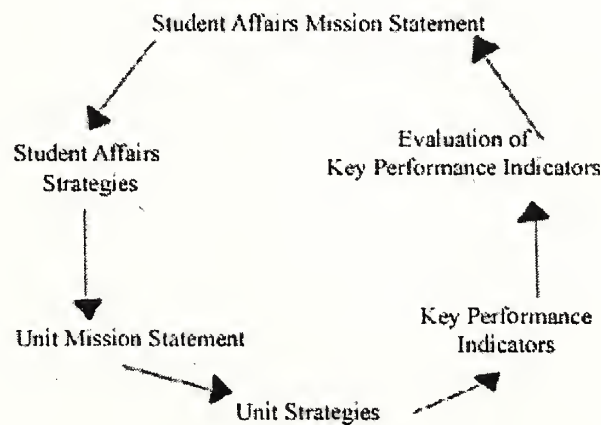
their intellectual, social, moral, spiritual, and physical development and behavior.

- Regularly assessing student needs to guide program development.
- Analyzing trends in student behaviors, satisfaction, retention, and attitudes, and interpreting the implications of these trends for institutional policies and practices.
- Collecting and analyzing data to be used for making decisions about the continuation, modification, or termination of student services programs.
- Regularly disseminating information about research findings to concerned members of the campus community.

The director of student life assessment is an advocate for student affairs research and collaborates with the Office of Institutional Research (see “Statement on Working Relationship Between the Office of Institutional Research and the Division of Student Affairs”).

The division has developed a comprehensive assessment calendar (<http://www.uncwil.edu/stulife/Report/schedule.PDF>) to ensure that student service programs are assessed regularly, correspond with student needs, and are consistent with the purpose of the division/institution. The calendar, which is reproduced in Appendix D, includes data on assessments done by the division since 1989. The division uses an annual process of goal/strategy development, implementation, and evaluation to plan programs and services that address the needs of the students.

**Figure 13: Evaluation Process**



Each unit is responsible for systemically assessing the effectiveness of its programs and services. Annual reports describing the year's activities are prepared and submitted to the Vice Chancellor for Student Affairs. Annual planning materials that tie together their planning, assessment, and budgeting process in a timely, efficient, and accountable manner are supplied in these reports. The annual process involves five components:

- Unit goals/strategies which relate to the division goals/strategies,



- Assessment plan,
- Performance indicators which relate to the division key performance indicators,
- Problem-solving and/or innovative objectives,
- Resource needs.

All unit goals/strategies are tied into the division goals that support the university mission.

As outlined in the Unit Strategic Plan and documented in their unit reports, all units have demonstrated activities as the result of the goal-performance-assessment cycle. The following table details numerous examples of assessments carried out by units of the Division of Student Affairs over the past year.

**Table 95: Documentation of Assessment**

Unit	Goal/Objective	Assessment	Data	Action
Disability Services	Increase accessibility to all computer labs.	Student computer labs on campus were surveyed using ADA recommended guidelines for lab accessibility	Departments Surveyed: 19 Individual Labs Surveyed: 37 Departments Using Specific Software: 12 Met or Exceeded Guidelines: 0	Campus information technology accessibility was broken down into three priorities: Priority One Labs; Priority Two Labs; and, long term Universal Design Adoption. This was done to facilitate a comprehensive plan to improve information technology accessibility campus-wide as well as identify immediate steps that can be taken to meet minimal compliance with federal law. At this juncture, Disability Services has identified Priority One Labs; these labs should be made accessible to meet minimal compliance.
Disability Services	Provide specific programming for students identified as: learning Disabled, Attention Deficit Disordered or Tramatic Brain Injured. This program will be established in the S.E.A. Lab (Strategy Enhancement for Achievement).	Number of student contacts with S.E.A. Lab.	1999 – Pilot Year 93 Student Contacts with S.E.A. Lab 2000 181 Student Contacts with S.E.A. Lab	Following the Pilot year of the S.E.A. Lab, adjustments were made in the advertising of the services available. Adjustments in programming are continually being made to better serve the identified populations.
National Testing Program	Continually assess and provide the national testing needs of the University community for an efficient and effective service delivery of computer-based and paper-pencil tests.	Data: (quarterly report data provided by ETS).	96% satisfaction in test center staff acting in a professional and courteous manner. 99% satisfaction with check-in procedures by test center staff. 91 % satisfaction with waiting <10 minutes before starting test	Hired a full-time Coordinator of Testing in Fall 2001 to evaluate and manage service delivery.
Career Services	Broaden the opportunities for all students to engage in programs and services than enhance academic, personal, and social development through affiliation and active participation.	User Surveys to each individual career counseling client, evaluating the process and the service ( <a href="http://www.uncwil.edu/stuaff/wcb/counseling_survey.htm">http://www.uncwil.edu/stuaff/wcb/counseling_survey.htm</a> ). Items on campus Freshman, Sophomore and Senior Surveys. Outreach presentation evaluations.	While evaluations of services and individual counseling are overwhelmingly positive, a theme emerged from the data indicating that students want services that are more convenient, both in place and in time.	1. During busy times of the year, there can be up to a two week wait for a career counseling appointment. Therefore, all Career Counselor schedules have been changed to provide a walk-in period every Monday and Thursday afternoon, 2-5pm. Counselors also are scheduled on a rotating basis to take individual appointments each Monday evening, 5-7pm. 2. To get career services out into the academic buildings, a Career Express program was created, with staffed information tables in seven buildings each week. These were not well utilized by students, so a more targeted periodic schedule was implemented. With special marketing, these outreach booths are now well used by students and faculty.

Unit	Goal/Objective	Assessment	Data	Action
				<p>3. To better focus on current student customers, all alumni clients are now seen, at least initially, by the Career Services Director rather than a Career Counselor. This allows the client to become aware of the wide variety of services available to them, and select appropriate and timely interventions.</p> <p>4. With low attendance for many career workshops, the staff moved to an increased presence in the classroom. A "Career Cafe" flyer was created, offering career and employment topics for classes and student organization meetings. This effort was well received, and over 150 classroom presentations were made in 2000-2001, including nearly all of the Freshman Seminar sections.</p> <p>5. To better meet the convenience needs of students taking classes online, or attending UNCW classes in Onslow County, Career Services expanded the information and services offered on our web site, including online career assessments. A special Cooperative Agreement also was signed with the Coastal Carolina Community College Career Services office making their services available to our students.</p> <p>Marketing materials also periodically are sent to that office advertising special events and services.</p> <p>6. Staffing in Career Services also has been reorganized to better meet the timely needs of our student customers. A liaison model was implemented, with each Career Counselor developing specialized knowledge, services and programs for specific academic areas. A program of student paraprofessionals, Career Specialists, was implemented to help work with walk-in customers and career events. An Employment Security Commission Jobs Counselor also is out-stationed in our office to work with students and alumni exploring the Wilmington area job market. Graduate interns also have been recruited several semesters to expand our service efforts.</p>
Career Services	Plan and conduct major career events for campus and specific academic units.	User Surveys to student and employer participants in each career event.	While evaluations of events by students and employers have been very positive, students continue to want a broader range of employer representatives, and employers targeted more specifically at their academic area.	<p>1. The invitation list for our annual Career Day is intentionally reviewed and expanded each year to ensure that a broad range of industries are represented.</p> <p>2. Specialized career events have been created to better meet the needs of targeted academic areas. New events include an Education Job Fair each semester, an annual Nursing Career Fair, Graduate &amp; Professional School Day, Health Careers Day, Law School Forum, Internship</p>



Unit	Goal/Objective	Assessment	Data	Action
Career Services	Better inform a wider range of UNCW students about career services and programs through quality newsletters, handouts, web pages, etc.	User survey for students.	The student data repeatedly shows that different students pay attention to different messages, and that continued and current marketing in all media is necessary.	<p>&amp; Summer Job Fair, State/Federal Government Panel, (cont.) Orientation and Family Weekend presentations, Alumni Panels in specific departments, Making College Count for freshmen, From College To the Real World, career focus in the Champs program for student athletes, and a day-long Senior Conference.</p> <ol style="list-style-type: none"> <li>1. Our web pages are revised almost daily, with updated and new information, events and employer schedules, etc. Our web pages are now accessed an average of 1.2 million times each month. Major sections are targeted to students, faculty, employers, alumni and parents.</li> <li>2. A brochure series was developed and published on our most demanded career and employment topics. Eighteen topics are now found in the series</li> <li>3. A monthly student career journal was published, and an annual parents career journal. During 2000-2001, the student journal was moved to the web.</li> <li>4. An Internship Workbook was developed, and is revised each year. With sections for students, faculty and employers, the booklet is available in hard copy and on the web.</li> <li>5. Mass emails are sent to students informing them of upcoming services and events. Some messages are sent to all students, and some are targeted by college/school or academic major. Mass emails also are sent to UNCW faculty and staff. Messages also are posted on the new UNCW student portal, Campus Pipeline.</li> <li>6. Colorful posters are developed for each special career event, and posted on designated bulletin boards in academic buildings, in the student shuttle busses, and in new Career Services outdoor sandwich boards. Banners also are posted on the University Union and Cameron buildings.</li> <li>7. Flyers are inserted in the Campus Communique, our weekly faculty/staff newsletter, and used as ads in our weekly student newspaper, The Seahawk.</li> <li>8. Colorful information postcards were sent to Freshmen, Juniors and Seniors at their home addresses a few weeks before the fall semester began. Reminder postcards also are sent periodically to employers.</li> <li>9. Two employer brochures are created each summer, including an "Employer's Guide to UNCW Students," and "UNCW On-Campus Recruiting." Major mailings are sent to our extensive employer database.</li> </ol>

Unit	Goal/Objective	Assessment	Data	Action
				10. Personal employer development also is conducted at state and regional conferences, as well as during targeted employer visitations.
Career Services Online	Improve student access to computers within Career Services offices and access to services and programs through refined web pages.	User Surveys for career counseling, workshops and special events. Items on campus Freshman, Sophomore and Senior Surveys.	Students continue to want increased online access to current services and information.	<p>1. Our web site is continually expanded and revised, often daily. With targeted sections for students, faculty, employers, alumni and parents, our web pages receive over 1.2 million hits each month. The site also has been "Bobby Approved" for accessibility.</p> <p>2. One of our most popular sections is "What Can I Do With A Major In...?", listing representative job titles for each UNCW undergraduate major, related skills, and live links to other relevant web sites for further career and employment information. Other campuses across the country link to this section, and it was praised in the Los Angeles Times as one of the most useful career sites on the web.</p> <p>3. We are in our sixth year of implementing a comprehensive career management system, UNCW Career Connections. In this program students can develop their resumes online (or upload their Word resumes), seek related job listings, review on-campus recruiting organizations, and sign-up on appropriate interview schedules, all online. Employers also can review students' resumes in our Web Resume Book, as well as review their own recruiting schedules. Our database of over 2,500 employers also resides in this system.</p> <p>4. Students can participate online in our Virtual Workshops any time, any day. Our "real time" workshops were revised and placed online for convenient student use.</p> <p>5. Online career assessments are available for students to explore their career interests, work preferences, learning styles, job search readiness, etc.</p> <p>6. For the first time, during 2000-2001 seven targeted Virtual Career Fairs brought new employers and UNCW students together online for job exploration in the areas of education, biology &amp; healthcare, non-profits, information technology, advertising &amp; marketing, media &amp; entertainment, etc.</p>

Unit	Goal/Objective	Assessment	Data	Action
Office of the Dean of Students	Improve relationships with faculty and the Greek community.	Greek academic performance analysis, 1998/99, 1999-00.	Faculty perceive fraternities and sororities as organizations with weak commitment to academics. Previous history supports that few fraternities and sororities have been able to achieve academic success. In the spring of 2001, the fraternity and sorority grade point average was above the university average for the first time in UNCW history.	1. Implement faculty perception survey of Greek Life. 2. Increase program emphasis on academic performance criteria. 3. Raise GPA minimum for rush.
Office of the Dean of Students	Foster Stronger and more visible relationships within commuter student community and Wilmington Community Apartment Mangers.	Commuter Student Survey 1999/00 Housing Fair Evaluation Survey Local Sophomore Survey Local Senior Survey	Over 80% of our student are commuter students. The highest concentration of students live in complexes around the periphery of campus. Data suggests that our students have difficulty maintaining connection to campus after their freshman year on campus. This lack of connection develops difficulty in our students reporting the use of programs and services.	1. Expanded Community Development Assistant Program to 9 students over 7 complexes. 2. Increase program funding to initiate UNCW programming at complex sites to establish expanded connection. 3. Coordinator joined Wilmington Apartment Manger Board to heighten CDA program visibility.
University Union	Facilitate weekend programming initiatives by clubs and organizations other than ACE.	Student Activities Survey 1999/00. Campus Activities Events Database Local Sophomore Survey Local Senior Survey	The data suggests that many students are looking for more formalized programs on weekends at UNCW. There are over 130 registered student organizations. Many student reports a flight from campus on weekends.	1. Block grant funds were identified as an incentive for groups and organizations to initiate weekend program activities. 2. Student Organizations were notified of the availability of funds.
University Union	Develop an intentional strategy to increase ACE general board membership and retention.	Local Sophomore Survey Local Senior Survey	The data suggests more students are looking for opportunities be involved and get connected to a leadership experience on campus. In addition, data suggests that students are looking for greater connections to the development of community, big name entertainment, and the establishment of more traditions.	1. Set goal of membership has increase on Ace by 40%. 2. Identify specific positions of leadership and committee assignments 3. Expand recruitment processes ant Carnival and through residence hall contact.
Orientation/Transition Programs	Create a Senior Program which includes a programming board of students faculty and staff to assist in the development of an out of class programming model in helping students face the senior transition through graduation.	Local Senior Survey	The data suggests that as our student selectivity has increased, the expectations of our student have also increased. Our seniors are looking for a more comprehensive experience which broadens their preparation for life beyond college.	1. Develop a new brochure to incorporate the graduation information with senior transition programming concepts. 2. Initiate a collaborative program between Career Services and Transition Programs to broaden education on senior transition issues. 3. Develop a representative group of seniors to develop concepts. 4. Identify external and internal resources. 5. Implement program.



Unit	Goal/Objective	Assessment	Data	Action
Orientation/Transition Programs	Promote a collaborative university protocol for effective communication and service delivery.	Freshman Orientation Evaluation 1999/00, 2000/01 Parent Orientation Evaluation 1999/00, 2000/01	The data is extremely positive for the university. Parents and students report a very high level of satisfaction with the program and university experience. There is some indication that the information that is received from multiple sources could be more consistent and helpful.	1. Identify specific issues of inconsistency. 2. Conduct a series of meetings with General College, Admissions, Orientation and Residence Life 3. Update current web pages with newly revised information.
CROSSROADS	To provide alcohol and/or marijuana education to students in violation of campus substance policies. Reduce excessive alcohol use and repeat campus substance policy violators.	Post-test evaluation reports from class attendees, suggestions from University's Counseling Center, and repeat class participants.	Post-test survey of participants reported over half of students responded positively to the helpfulness and usefulness of the information provided in class. In consultation with the University's substance abuse counselor the class was refined for greatest educational and intervention impact.	Challenging Decisions Alcohol and Marijuana Class (a 2 hour evening educational class)
CROSSROADS	To measure CO-OP program effectiveness. Reduce adolescent drug initiation, increase developmental assets (leadership opportunities), decrease pro-drug attitude, and provide college-age mentors to high school students.	CROSSROADS CO-OP Program Evaluation: New Hanover County Schools, a pre and post survey, measuring high school student's attitude, behavior, perceptions, program awareness and its utilization.	84% of students were of aware of the program. 47% reported the information received made a difference in their understanding of substance abuse and helped them make better decisions. 15% stated that the information changed their use behavior and 33% shared the drug information with someone. There was no noticeable change in behavior (per our survey). Linear data will continue to record changes.	CROSSROADS CO-OP: a substance abuse prevention and peer education program ( grant-funded)
CROSSROADS	To provide 2 graduate assistantships for UNCW Masters Psychology Program students.	Position filled annually and competitively, student level of involvement	The positions continue to be competitively sought out by several candidates. These students have furthered their training in the substance abuse field and gained valuable work experience. These students use the experience as a top reference in job employment opportunities.	Graduate Assistant with CROSSROADS
CROSSROADS	To reduce University student misperception of college drinking behaviors. To reduce excessive alcohol use by UNCW students.	1998 CORE survey and 2001 Alcohol and Other Drug Behavior Survey	Students report a gross misperception of their peer's alcohol use. Data is being maintained to monitor changes in perception and personal use.	Social Norms Marketing Campaign

Unit	Goal/Objective	Assessment	Data	Action
Counseling Center	Improve master's level internship and practicum training	Post-internship and Practicum Assessments	Qualitative and quantitative report received from interns and practicum students, including ratings of various criteria.	Instituted periodic review sessions in which intern, counseling supervisors, and substance abuse counseling supervisor were present.
Counseling Center	Provide adequate opportunities for students to meet with counselors	User satisfaction survey. Client attendance data.	Change on item "services available in a timely manner" of students seen annually from 4.06 to 3.64 from 1998 to 1999 on User Satisfaction Survey. Comparison of numbers of students seen annually was 841 in 1999-2000, with rates of "walk-in" students in crisis doubled during first half of 2001.	Additional hours contracted with psychological consultants.
Counseling Center	Maintain and enhance integrated service delivery.	User satisfaction survey, Multiaxial Symptom Analysis (2001)	User satisfaction survey showed concerns with multiple symptoms per student. The multiaxial symptom analysis indicated that the average student presented with multiple symptoms (average 5.65 concerns).	Formation of a multiple disciplinary team to treat students with multiple symptoms around the central issue of disordered eating. The team includes a counselor, a psychiatrist, a medical doctor and nutritionist.
Housing & Residence Life	Establish a satisfactory physical environment that emphasizes the utilization of human and material resources in an efficient manner	Student Focus Groups	The Office of Housing and Residence Life learned that housing needed to make a concentrated effort to improve the daily work efforts of the housekeeping crews.	the Office of Housing and Residence Life re-negotiated its contract with CMC Maintenance to implement an additional half-day cleaning on Saturdays to address the needs of public areas and communal bathroom facilities. In addition, the office has secured the services of a CMC representative to be available for housekeeping concerns that occur between the hours of 11 p.m. and 5:30 a.m., Thursdays through Sundays. Finally, the office understands the need to increase its level of inspection of these services, adding to the work of the CMC Quality Control Representative and the Associate Director of Housing.
Student Health Services	Improve timely student access to health services.	Student Health Services (SHS) User Evaluations	98.5 percent of SHS patients are satisfied with the quality of care and services. Additionally, the last evaluation revealed that 99.1 percent of SHS patients would recommend the services to a friend. The comments section on this evaluation has provided valuable information that the center has used to expand services, such as HIV testing. In the past, waiting time was a major issue with students.	In 1995, a continuous quality improvement project was implemented to study waiting time. This is an ongoing project to evaluate the efficiency of clinic flow. The statistics indicate that 96 percent of SHS patients complete their visit in less than 60 minutes. The SHS staff participates in long-range planning through the development of strategic plans. There is a reactive component to patient education such as the Student Health Center's timely response to the American College Health Association and Communicable Disease Center's recommendation regarding meningitis education and vaccination.

Unit	Goal/Objective	Assessment	Data	Action
Campus Recreation	To provide more opportunities for students to participate in scheduled activities. Increase student participation following facility renovations.	The intramural participant database and team number data for each field sport activity from 1999-2001.	Approximately 30% of students, through comments with staff, said that they would be able to participate if activities were offered during the evening hours. Staff knowledge of class and lab conflicts, which did not allow a number of students to participate in intramural activities.	Field renovation and lighting project which enabled us to schedule evening hours thus avoiding afternoon classes and labs. Improved field configuration allows for a larger number of student participants. Current team number data supports that this has been successful.
Campus Recreation	To maintain the highest level of safety on the Challenge Course by updating and replacing elements.	Two independent contractors, Cornerstone Design and McNutt Adventure Program Service, were brought in to evaluate program and equipment in 1999-2001.	The results of the inspection indicated that a number of elements warranted updates to meet challenge course industry standards. (The McNutt report in 1999, Cornerstone report in 2001)	All requirements and recommendations from the McNutt and Cornerstone report were completed to insure that our course met and/or exceeded National Standards.
Campus Recreation	To provide additional opportunities for participation in fitness programs. Offer more group exercise classes, increase hours of operation and increase space, which will allow us to acquire more equipment for student use.	Student User Surveys 1996-1997, 1999. * Additional comments from User Surveys. Documentation of increased participation. (Usage data)	Consistent yearly decrease in space satisfaction supported the need for a new facility. (Facility adequacy dropped from 82% good/excellence to 70.6 good/excellence in a one year period) Lack of space in previous facility to provide adequate programs. Input and support from students to build new facility.	Student Recreation Center facility went from conceptual design to reality on April 11, 2000. This facility allowed for increased hours, programs, equipment, and space. User counts and participation show an approximate 400% increase.
Campus Recreation	To increase the number of student job applications and overall student employee job satisfaction.	Employee Job Assessment Survey (to be instituted in 2001). Manual data of job applications.	Struggled to fill student positions and high turnover in previous facility. (Tracked through employee records)	Student employee incentive program (SEIP) instituted in 1999-2000 and modified in 2000-2001.
Campus Recreation	To provide a strong officiating program which enhances the intramural experience of student participants. Recruit additional students to officiate and retain quality officials from year to year.	The User Evaluation Surveys, 1996-1997. Number Ejection data and team sportsmanship ratings (2001).	User Evaluation Survey comments which showed student dissatisfaction with officiating during intramural contests. Communication to intramural staff concerning officiating issues. Decrease in overall participant satisfaction (1996-1997) of approximately 14%, which can be directly related to officials.	Require all officials to attend additional clinics. Employed student staff to supervise official's area. Accomplishments have been; fewer ejections during intramural contests and a higher retention rate of officials. Added an official's incentive program.
Campus Recreation	Increase knowledge /awareness of the benefits of exercise and program participation by students.	Campus Recreation User Survey 1996, 1997 and 1999.	Assessment Survey showed a lack of relationships in the benefits of exercise. Low mean scores (below 3 on a 4 point scale) on a number of areas listed on the 1996-1997 User Survey.	Bulletin boards, bookmarks and clinics that addressed the benefits of exercise. Additional staff training addressing exercise benefits.



Unit	Goal/Objective	Assessment	Data	Action
Wellness Services	To increase nutrition knowledge of entering freshman athletes.	Nutrition Screening Questionnaire delivered to entering freshman athletes.	Students had an approximate score of 51% on sports nutrition competencies.	The Registered Dietitian delivered two 1-hr. nutrition presentations to all entering freshman athletes enrolled in UNI 101.
Wellness Services	To improve body image issues and culture of UNCW campus.	Frequency of reported negative body image and eating disorder cases in counseling and programming by students.	Approximately 40 % of all appointments were for students with negative body image or a diagnosed eating disorder.	Student group, Students for Healthy Eating and Body Acceptance was started September 2001 to improve the overall body image of the campus.
Wellness Services	To direct programming efforts to address high-risk behaviors identified through a recent health-related needs assessment.	The American College Health Association National College Health Assessment, 2000-2001.	Primary wellness risk factors identified in the survey include: Condom use—47.5% of students surveyed indicated that they did not use a condom the last time they had vaginal intercourse. 22.9% of students indicated that the last time they had vaginal intercourse, withdrawal was the contraception method used. Stress—33.3% of students indicated that they felt overwhelmed 11 or more times in the last 12 months by all they had to do. Breast and Testicular Self-Exam—50.7% of females indicated that they had not performed a breast self-exam in the last month. 58.1% of males indicated that they had not performed a testicular self-exam in the last month. HIV Testing—64.8% of students indicated they have never been tested for HIV infection.	<p>The ACHA National College Health Assessment was administered via random classroom sampling to 524 students Fall 2000-Spring 2001. Educational programming was implemented based on identified needs, including:</p> <ul style="list-style-type: none"> <li>*Stress Free Zone, a stress reduction technique series</li> <li>*Sexual decision-making lectures to Freshmen Seminar and HPER classes (Fall 2001: ten classes, 250 students)</li> <li>*Breast and testicular cancer awareness activities, including a panel discussion, self-exam technique instruction, distribution of shower cards, and presentations to male athletes</li> <li>*December will be dedicated to HIV and other STD awareness activities</li> </ul>
Wellness Services	To address the importance of regular breast self-examination (BSE) in early cancer detection among college-age women based on survey results indicating a high rate of noncompliance among this age group to regularly perform BSE.	ACHA National College Health Assessment, 2000-2001.	50.7 % of females surveyed indicated that they did not regularly perform breast self-exams.	A number of breast cancer awareness activities were scheduled for October, breast cancer awareness month, including free mammograms offered for students over age 35 (19 women were screened), breast self-exam classes instructed by students from the School of Nursing (12 classes), a panel discussion titled "Girl Talk: Understanding Breast Health and Cancer Risk," a breast health issues forum titled "Bug Bites to Bozongas: Your Breast Health Questions Answered (15 students attended), and distribution of 250 breast health packets.

### Resources (5.4.2)

#### *5.4.2-1 Human, physical, financial and equipment resources for student development services **must** be adequate to support the goals of the institution.*

The Division of Student Affairs consists of 11 functional departments, each responsible for providing a variety of student support, service and educational programs. The division has been formally recognized as an operating entity at the University of North Carolina at Wilmington since 1973. As the university has grown and evolved, so has the complexity and scope of the division's operations. Since the spring of 1996, the division has grown from 36 to 52 professional staff, from 19 to 23 support staff, and over 420 student workers. The total operation budget is approximately \$11 million, of which 15 percent is state appropriated.

Resource allocation within the Division of Student Affairs is handled through the Office of the Vice Chancellor. Annually, each department prioritizes requests for human, physical, financial, and equipment resources and submits to the vice chancellor. (See Section III: Process of Planning, Assessment and Budgeting: Annual Planning.) Through discussions between individual directors and the vice chancellor, priorities are occasionally reordered. Once all departments within the division have submitted agreed-upon budget requests, division priorities are established and the vice chancellor allocates available resources accordingly.

The Division of Student Affairs has undergone extensive changes since the spring of 1996. In addition to the promotion of Pat Leonard as vice chancellor, national searches led to the recruitment of new leadership for the Office of the Dean of Students, Career Services, Student Development Services and the University Union. The size of the professional staff has increased as a result of funding equity and a reallocation of division resources.

Increases in physical resources were provided through the completion of the Student Recreation Center, which features a climbing wall and fitness equipment that leads the industry, and through the addition of a lighted six-field outdoor recreation area. Through the implementation of advanced technology, career services has increased its programs, presentations and general career information to students and employers over the last few years to effectively reach thousands of students and employers. Additionally, the department has increased the professional career counselor staff, which enables the office to meet unique career and employment needs of students in Arts & Humanities, Business, Education, Math & Sciences, and Social & Health Sciences. These and increases in staff, equipment and funding, combined with efficient use of resources and assessment-based planning, have enabled the division to sustain the adequacy of the resources provided to support the goals of UNCW. Unfortunately, the campus is growing faster than are the resources available from annual expansion budgets and student fee allocations. Of particular concern is the issue of space. While current space availability is minimally adequate, future growth will require

increased space. The division is in the process of developing a fee-based plan for increasing space in the Student Union and Westside Hall, but this will require an increase in student fees, already the highest in the UNC system.

*5.4.2-S1 Staff development should be related to the goals of the student development program and*

*5.4.2-S2 should be designed to enhance staff competencies and awareness of current theory and practice.*

Staff development is an important component of maintaining high quality student development services. The division provides professional development opportunities for staff including in-service training programs, participation in professional conferences and workshops, and other continuing-education activities. Human Resources Staff Training and Development and Information Technology Systems Division provide in-service training and information resources related to the goals of the student development program. The division conducts monthly staff meetings to make sure all staff have adequate knowledge of events and are informed of changes within the institution and the division. A professional staff development committee has organized an annual professional staff retreat since 1986. Support staff development or special training has been organized on an as-needed basis.

Numerous examples of staff development activities are found in the Student Affairs Annual Report, Counseling Center Staff Development and Training Records, Crossroads and Health Education Center Biennial Review of ADD Prevention Programs and Crossroads UNC Annual Report on Illegal Drugs. For example, staff of the Counseling Center attend professional development conferences at least annually, and in-service programs that provide ongoing education and consultation with various collaborative agencies both on and off campus on a weekly basis. These activities support the overall goal of the Counseling Center: to promote the social, relational and developmental well being of students through a multidisciplinary approach to mental health and wellness.

The table on the following page provides data for Student Affairs staff concerning professional development activities from 1998-2001.

All staff must report their professional training and development activities annually to the vice chancellor. The division conducts monthly staff meetings to make sure all staff have adequate knowledge of events and are informed of changes within the institution and the division. A professional staff development committee has organized an annual professional staff retreat since 1986. Support staff development or special training has been organized on an as-needed basis.



**Table 96: Student Affairs Staff Professional Development Survey**

	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
<b>Total number of memberships in professional organizations held by Student Affairs staff</b>	07	319	352
<b>Total number of professional presentations conducted by Student Affairs staff</b>	523	583	506
<b>Total number of hours that Student Affairs staff were participants in professional training programs</b>	3126.65	2638	2239.3
<b>Total number of published materials</b>	11	34	42
<b>Total number of hours of volunteer activity by Student Affairs professionals</b>	910.5	1051.5	1294.5
<b>Total number of courses taught by Student Affairs professionals</b>	35	37	24
<b>Total number of students enrolled in courses taught by Student Affairs professionals</b>	428	453	500

**-5-****Counseling and Career Development (5.4.3.1)**

*5.4.3.1-S1 Each institution should provide personal counseling services for students, as well as a career development program.*

The Counseling Center at the University of North Carolina at Wilmington provides professional, ethical and time-effective counseling to individual students, as well as education and consultation to the university community. The Counseling Center is accredited by the International Association of Counseling Services and supports academic achievement through the delivery of timely, responsive and quality psychological assessment, treatment, education and consultation on issues likely to interfere with academic progress.

The overall goal of the Counseling Center is to promote the social, relational and developmental well being of students through a multidisciplinary

approach to mental health and wellness. To support this effort, the Center employs a multidisciplinary staff that includes counselors, psychologists, a nurse, a substance abuse specialist, social workers and a psychiatrist. Services provided include individual and group counseling, substance abuse assessment and treatment, consultation to faculty and staff, psycho-educational outreach to students and clinical training for the Psychology Master's degree program. Issues addressed in counseling include strategies for coping with stress, relationships, anxiety, depression, grief and loss, family issues, sexuality, substance abuse, eating disorders, and trauma. In an effort to serve the community and its students, counseling center staff maintain emergency, after hours on-call services throughout the year in close collaboration with the University Police.

Additional counseling services are provided by CROSSROADS, Substance Abuse Prevention and Education Program. CROSSROADS is dedicated to the advancement of thoughtful and healthy decision-making regarding the use of alcohol, tobacco and other drugs. Their goal is to support the university's mission of student success by providing the most current resources, programming and education to assist students in their understanding of the effects of substance use and abuse, and to encourage legal accountability and personal responsibility in all choices involving alcohol, tobacco and other drugs.

Career Services provides an effective career development program that comprehensively meets the needs of students ranging from first year college students through graduate school, as well as services for UNCW alumni. The office of Career Services specifically provides individualized and group career counseling, individualized assessment, seminars and specialized training, guest lectures, career events and panels, internships, information sessions, on-campus recruitment, electronic job databases and referrals for employment opportunities.

Career Services prides itself in the innovative delivery of programs and services to students. With the implementation of advanced technology, programs, presentations and general career information to students and employers has increased over the last few years to effectively reach thousands of students and employers. Additionally, the department has increased the professional career counselor staff which enables the office to meet unique career and employment needs of students in Arts & Humanities, Business, Education, Math & Sciences, and Social & Health Sciences. Designating career professionals for specific academic areas provides opportunities for specialized academic departmental career counseling, presentations in classes and student organizations, the development of specialized print and electronic career and employment resources, and the facilitation of targeted career events. With the implementation of technology, specialized counseling liaisons and targeted career events, the Career Services department has developed an in-depth variety of publications and resources to support the mission, activities and events of the department.

- 5.4.3.1-S2 *An effective career development program should include career information and planning, placement services, career counseling, testing services and follow-up activities.*

Career Services provides individualized and group career counseling, individualized assessment, seminars and specialized training, guest lectures, career events and panels, internships, information sessions, on-campus recruitment, electronic job databases and referrals for employment opportunities. Efficient and nondiscriminatory testing facilities are provided to UNCW students and the surrounding community by the National Testing Program. This facility includes computer and paper-based testing of standardized tests for graduate and certification exams.

The division has utilized follow-up information gathered by the University of North Carolina Office of the President in its biannual alumni survey. The survey includes employment organization, as well as future educational plans. With growth and change of the department and with a significant increase of student enrollment at UNCW, Career Services has developed a campus based graduate follow-up survey that was administered for the first time in Spring 2001 (<<http://www.uncwil.edu/stuaff/career/survey/index.htm>>).

Survey data from graduating seniors, 1999-2000, reported by the UNCW's Office of Institutional Research (<[http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)>), indicate general student satisfaction with career services provided by UNCW. In most categories, well over 80 percent of students found the services "good to excellent," with 86 percent of students rating their overall opportunities for career assistance "good to excellent".

*5.4.3.1-S3 There **should** be clearly specified policies regarding the use of career development services by students, alumni and employers.*

The University of North Carolina's Career Services Policy Manual (1) and Web page delineate the policies regarding the use of career development services by students, alumni and employers (<<http://www.uncwil.edu/stuaff/career/>>), but this policy is not widely disseminated

**Suggestion 2:** The Director of Career Services should ensure that clearly specified policies regarding the use of career development services by students, alumni and employers are widely disseminated.



### Student Government, Student Activities and Publications (5.4.3.2)

#### 5.4.3.2-1 *The institution **must** develop a statement of the student's role and participation in institutional decision-making.*

The statement of the student's role and participation in institutional decision-making is clearly defined and thorough. Mechanisms are in place for soliciting and receiving student input and communicating it to the administration. The goals and strategies of student leadership are clearly articulated, as are the responsibilities of the bodies charged with carrying out those actions. Said organizations are representative of the breadth of the campus population, providing significant opportunities for student input in institutional governance.

The primary vehicle by which students participate in institutional decision making is the UNCW Student Government Association (SGA). The purposes of the SGA include:

- Furthering and upholding the best interests of the students and other members of the University of North Carolina at Wilmington community.
- Coordinating affairs concerning the student body.
- Receiving the opinion of the student body and investigating complaints brought forward by students or faculty.
- Voicing the opinion of the general student body.
- Maintaining the liberties of the individual student and the student body as a whole.
- Participating in activities pertaining to the students or the campus of the University of North Carolina at Wilmington.
- Appropriating student activity money and financing activities which enrich and improve the quality of university life.
- Reviewing the statements and actions of the university administration, the UNC system, or the State Legislature, and developing a position on behalf of the student body.

The SGA constitution includes a statement regarding the "Administrative Grant of Power to the Student Government" which contains "the rights and privileges of students at this University [that] shall not be rescinded save by the ratification powers of the Chancellor, the student Legislature, and the students of this University." This statement also includes a list of those areas in which the administration reserves the right to final determination.

Students play a major role in the governance of the University Union and oversight of student media. The University Union Board is comprised of 18 voting members, 11 of whom are students appointed by the SGA, ACE, Student Senate, Student Employee Committee, Pan-Hellenic Council, and National Pan-Hellenic Council. Of the ten voting members of the Student Media board, seven are students.

Students also have a voice, both formally and informally, in other areas of the university's governance and administration. An amendment to Senate bylaws,

passed in April 2001, stipulates that a “representative of the Student Government Association, appointed by the SGA President and approved by a simple majority of the SGA legislative body, shall be a non-voting member of the Senate and shall serve for a one-year term.” Students are represented on committees and task forces of the Faculty Senate, the Chancellor, the Division of Student Affairs, the Division of Business Affairs, and other areas on campus.

The Division of Student Affairs Strategic Plan 1999-2004 clearly states the goal to “provide student leadership opportunities in various governance systems that promote student representation and involvement in procedure and policy decisions” (Division of Student Affairs, *Strategic Plan 1999-2004: Goal and Strategies for Student Advocacy*). In addition to the supervision and training provided by the division, less formal means of communication are afforded at regular lunch meetings between the SGA members, the vice chancellor for student affairs and the dean of students; through attention to significant student events such as the SGA State of the University address, and careful attention to student media.

5.4.3.2-2 *The institution must have an activities program appropriate to its purpose and encompassing student interests.*

The Division of Student Affairs provides services and programs that are appropriate to the institutional purpose of developing an “environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent” (“UNCW Mission Statement,” approved July 2000), and that encompass student interests. Based on student development theories, a structured and formatted activities program has been developed to assist and guide students through the high school-to-college transition, college involvement, choosing a major, leadership development, career exploration, and preparation for the work world. Student needs assessment and program evaluations are conducted on a regular basis to ensure the effectiveness of the services and programs as well as meeting student needs/interests. A complete table of student activities offered in 2000-2001, including attendance figures, is provided in the 5.4 appendices.

The University Union, which includes the Campus Activities and Leadership Center sub-units, is primarily responsible for the activities program at UNCW. The Office of the Dean of Students, Campus Recreation, Housing and Residence Life, Transition Programs, and the Athletic Department contribute significantly to the sense of campus life through a variety of programs, but the primary responsibility resides with Campus Activities and the Leadership Center. These two offices provide advisory and leadership development support to the 130+ student organizations, including the Student Government Association and the Association for Campus Entertainment, which is the largest programming body on campus. Services for organizations include contract review, officer training, leadership and organizational workshops and conferences, a monthly calendar, mail boxes, poster and banner supplies, professional advisors, and resource materials related to specific areas including, but not limited to

fundraising, programming, leadership, training, meeting management, and publicity.

The Campus Recreation unit also supplies a wide range of activities that target student interest. Existing facilities have been renovated and new facilities added to support the growth and interest in its programs by UNCW students. The Student Recreation Center, completed in 2000, offers unique programming opportunities that include the climbing wall and features fitness equipment that leads the industry. The facility has given our students their first opportunity to have “free play” space available rather than having to work around the Athletic Department or HPER programs. One deficiency identified was the lack of available pool time, as Campus Recreation still shares this resource with HPER and Athletics.

Survey data from graduating seniors, 1999-2000, reported by the UNCW’s Office of Institutional Research ([http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)) indicate a high degree of satisfaction with their opportunities to participate in extra-curricular activities (88 percent found them “good to excellent”) and community service projects (84 percent found them “good to excellent”), and to develop leadership skills (88 percent found them “good to excellent”). These results compare very favorably to UNC system-wide ratings reported for graduating seniors in the UNC Student Survey by the Office of the President ([http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports\\_pdf/academic00.pdf](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports_pdf/academic00.pdf))

5.4.3.2-3 *The institution **must** develop policies and procedures governing the supervisory role of the institution over student activities.*

The *Code of Student Life* and the *Student Organizations Manual* provide detailed information about university policies dealing with university authority over its own facilities and over student activities.

The *Code of Student Life* mandates the fundamental policies and procedures for student activities:

Students bring to the university a variety of previously acquired interests, and develop many new interests as members of the academic community. Students at UNCW are free to organize and join associations to promote their common interest. Student organizations wishing to be registered with UNCW must form and operate in compliance with university policies.

Section I of the *Code of Student Life* outlines university policies pertaining to the formation and operation of student organizations, including actions that may be taken by the university for noncompliance with these policies. Section II of the *Code of Student Life* indicates that students share in the responsibility for maintaining an environment in which the rights of each member of the academic community are respected, and outlines the university judicial process. The *Student Organizations Manual* provides more details regarding the operation procedures for student organizations.

The *Code of Student Life* is sent to each student via an on-campus post office box and is available on the Office of the Dean of Students website. The



*Student Organizations Manual* is distributed to organizations in the fall at an all-presidents meeting for student organization leaders. Additional copies are available in the Campus Activities office.

*5.4.3.2-4 Student publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.*

Statements of the university's responsibilities regarding student media are embodied in the *Code of Student Life* (IVD, "Student Publications": 89), the *Student Media Board Charter* (see below), and in the *Seahawk Manual*, the student newspaper's policies and procedures manual. UNCW's student media operates under the direction and guidance of the Student Media Board (SMB). The board is composed of 16 members, 10 voting members and six non-voting advisors. Of the 10 voting members, seven are students. Student media includes *The Seahawk*, a student newspaper published weekly since 1948 (will begin publishing twice weekly in October 2000); *Atlantis*, the annual student magazine of literature and art; WLOZ, a campus-only radio station; and the UNCW Film Group. Over the past two years, two student clubs, independent of the SMB, have begun publishing: *Assai* magazine, a semi-annual publication with funding provided through the Student Government Association; and *Anchor*, a monthly newsletter. Other organizations have been known to publish material from time to time. Similar policies and procedures manuals for *Atlantis* and WLOZ are currently being drafted. UNCW endorses the "Joint Statement on Rights and Freedoms of Students" (*Code of Student Life*, Policy G). Responding to requests from a student club interested in creating a student-operated TV medium, the SMB last year (1999-2000) drafted procedures for examining the viability of new student media outlets. These procedures have been incorporated into the SMB Charter, which is available on the WWW (<http://www.uncwil.edu/stuaff/doso/media/smbchart.pdf>), and hot-linked from the Dean of Students page and each of the media home pages. However, because the Student Media Board directs and guides student media, its charter should also be made available in the UNCW *Code of Student Life*.

**Suggestion 3:** The Vice Chancellor for Student Affairs should ensure that the "Student Media Board Charter" is published in the *Code of Student Life* appendices.

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**Student Behavior (5.4.3.3)**

*5.4.3.3-1 The institution must publish a statement of student rights and responsibilities and make it available to the campus community.*

Each year the Office of the Dean of Students publishes the UNCW *Code of Student Life*. It is this document that describes the rights and responsibilities

afforded to students enrolled at the institution. There are three sections in the book that delineate these rights and responsibilities, first in the "Preface," where the statement is an interpretation of the laws that govern the U.S. and the state of North Carolina, as well as those of the Board of Governors and Board of Trustees of the University of North Carolina (3). The second notation is found under Section 5 of the "Academic Honor Code," and describes the standards developed by the university (35). The final reference is "Policy G, Joint Statements of Rights and Freedoms of Students," which describes a broader standard developed by a variety of nationally recognized academic bodies (86).

The Office of the Dean of Students distributes the *UNCW Code of Student Life* twice a year. Eleven thousand copies are printed and provided to all students through their campus mailboxes. In addition, they are distributed to all faculty and selected staff members. Students enrolling in the spring semester and new faculty joining the staff are given copies in January. There are extra copies on file in the Dean's office and the document, in its entirety, is available on the Dean of Students web page (<[www.uncwil.edu/stuaaff/doso/](http://www.uncwil.edu/stuaaff/doso/)>). The university's graduate and undergraduate catalogs make reference to the *UNCW Code of Student Life* when describing both academic and student life regulations. Additional student rights and responsibilities are spelled out in the *UNCW faculty handbook* (<[http://www.uncwil.edu/fac\\_handbook/index\\_F.htm](http://www.uncwil.edu/fac_handbook/index_F.htm)>). Section IV.A.15 of this document delineates the "Rights and Freedoms of Students," and IV.A.16 addresses "Student Discipline and Responsibilities of Students."

*5.4.3.3-2 The jurisdiction of judicial bodies (administrative, faculty, and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.*

Section II of the *UNCW Code of Student Life* (9 – 26) includes detailed descriptions of the role and responsibilities of campus judicial bodies. In addition, it provides information regarding the rights of students and procedures to be followed by faculty and staff as well as students in the event of a violation. All of this information is found throughout the document and is clearly articulated.

The *UNCW Code of Student Life* is widely distributed annually to students, faculty and selected staff each year. In addition, the Office of the Dean of Students sends out a brochure on Academic Dishonesty to all faculty members. Appendix G of *The Faculty Handbook*, delineates the Academic Honor Code and includes information about the campus judicial process. Students are informed of the rules and regulations governing their enrollment at the university through on-campus programs sponsored by the Office of Housing and Residence Life as well as through statements on individual faculty syllabi regarding academic honesty.

### Residence Halls (5.4.3.4)

- 5.4.3.4-1 *If an institution has residence halls, it **must** develop policies and procedures governing them and*
- 5.4.3.4-2 ***must** take reasonable precautions to provide a healthful, safe and secure living environment for the residents.*

The Department of Housing and Residence Life develops the policies and procedures governing the residence halls. The *Code of Student Life* spells out "Residence Life Policies" (Section VII-3: 43), and *The Guide to On-Campus Living*, published annually by the department, details the policies, procedures, rules and regulations associated with living in the residence halls. The latter publication is distributed at the time residents receive their housing contract so that they are aware of the policies and procedures of on-campus housing before they sign the contract. Policies are also posted on the department's website (<<http://www.uncwil.edu/stuaff/housing/>>). Procedures and regulations are included in the department's training manuals for Resident Coordinators, Resident Assistants and Desk Receptionists. Additional information may be shared in the department's "Roomers" newsletter distributed regularly to residents. All students living on campus are given specific information about policies and procedures associated with living in the residence hall at the first hall meeting scheduled by the RA staff. Statements about expectations are also included in the housing contract signed by each student.

The Department of Housing and Residence Life maintains a high standard when it comes to the health and welfare of its residents. There are annual inspections of its facilities by the state and insurance companies, as well as health inspections twice a year. Fire equipment is tested regularly and fire drills are held every 90 days. In-house work crews maintain the buildings with supplemental assistance from the UNCW Physical Plant. In order to provide a quality living environment, the office has contracted with an external business to meet its housekeeping demands.

The safety of residents is of the utmost concern, therefore the department has instituted a 24-hour limited access to all residence halls. A student's ID card accesses his/her building through a locked central door. All other doors are alarmed 24-7, with exterior RAMTECH phones available at each main entrance. These phones allow for direct dial to the University Police. A trained Desk Receptionist, who is a student worker employed by the department, staffs each building in the main lobby from 9 a.m. until 4 a.m. daily. Residence halls are patrolled by University Police and Community Network Officers on a regular basis.

- 5.4.3.4-3 *The learning environment in the residence halls **must** support the educational mission of the institution.*



The Office of Housing and Residence Life places a heavy emphasis on programming that complements a student's academic pursuits. Their philosophy states "that residence hall living is an integral part of the education process leading to the development of the whole person," and their goal is to "provide an environment where students are able to meet their educational goals through an integration of various learning opportunities outside the classroom." Last year alone, the department sponsored 1575 different programs for its residents. The inclusion of faculty and staff as speakers and resource people helped to make this connection possible. A Faculty-in-Residence Program is in place and allows students to interact with professors outside of the classroom.

In addition to the Faculty-in-Residence Program, Housing and Residence Life offers other programs/ involvement opportunities to complete the residents' overall education. Some of the programs include the National Student Exchange, the Residence Hall Association, Hall Government, Special Interest Housing (including the Study Quiet Floor, the LEAD floor, Honors Residence Hall, International Residence Hall, and the Wellness Floor-Substance Free Living). These programs are well received by students and continue to grow as student demand for the programs increase.

*5.4.3.4-S1 An adequate staff organization should be given responsibility for the administration of the residence hall system.*

According to the Office of Housing and Residence Life, the quality of its employees is seen as its "single greatest strength." The department is staffed with a Director, two Associate Directors, and adequate office personnel for its daily operations. The live-in staff includes full-time Resident Coordinators who are professional staff with earned Masters degrees, pre-service professionals who serve as Associate Resident Coordinators and 48 student Resident Assistants. The ratio of student to RA ranges from 23:1 up to 57:1. These are in line with the national recommended national average of 50:1.

The department feels that its staff should be skillful, highly trained practitioners who have a strong knowledge of student development theory. With this knowledge comes the ability to provide age appropriate programs, as well as to help students meet their full potential. The organization of the department is evaluated annually for effectiveness and is changed as needed. Materials describing the structure of the department include the RA Manual, RC Manual, Desk Receptionist Manual, the Operations Manager Manual, and the Office of Housing and Residence Life organizational chart.

*5.4.3.4-S2 The staff should have sufficient academic training and experience to enhance the learning environment in the residence halls.*

Five full-time Residence Coordinators (RC's), each holding a Masters Degree, manage the day-to-day business of the residence halls. The RC's are live-in professionals who are available to students 24 hours a day. In support of the RC's is an Assistant Residence Coordinator (a dedicated second or third year

Resident Assistant with interest in a career in Student Affairs), and 48 Resident Assistants (RA's) who live with the students for the purpose of enforcing policies, providing programming, and developing a residence hall community.

The Office of Housing and Residence Life is very committed to providing a well-trained staff for its residence halls. There is a comprehensive training schedule for each segment of the staff, with extensive training especially required for the RCs and RAs prior to assuming their positions. At all levels, there is on-going training provided. The training documents for staff include manuals that furnish job descriptions, selection processes, and methods for program development.

When developing training sessions for the staff, there is always the inclusion of faculty to help in the development of educational programming. Faculty members are requested as speakers for hall programs, attend residence hall functions and participate in the recognition of residents' academic achievements. They assist with training in areas related to academic pursuits, the Honor Code and academic advising. Several members of the professional staff serve as academic advisors for the General College. There is a strong connection between the residential program and the academic program at the university.

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#### **Student Financial Aid (5.4.3.5)**

- 5.4.3.5-S1 The institution should provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students.*
- 5.4.3.5-S2 Effective program administrations should include counseling students on the efficient use of their total financial resources.*

Consistent with the mission of the university and the needs of the students, most of whom come from Southeastern North Carolina, the Financial Aid and Veterans Services Office endeavors to maximize opportunities for students to obtain financial aid. This office administers federal, state and institutional student financial aid programs in excess of 30 million dollars. Over the past ten years, the number of students receiving financial aid has increased by almost 80 percent (from 3144 to 5306), and the average amount of financial aid received has more than doubled (from \$3055 to \$6551)

(<http://www.uncwil.edu/local/SACS/10YrComparison.xls>).

Eligibility for the majority of programs uses the U.S. Department of Education's Federal Methodology. While most gift aid is need based, some non-need based funding is also available both through loans and increasingly through a wide array of merit-based scholarships. UNCW offers assistance in the form of grants, loans, scholarships, Federal Work-Study programs, or a combination of these programs. The university undergraduate and graduate catalogues identify all of the numerous grants, scholarships, and awards available to prospective and currently enrolled students, and counselors in the Financial Aid and Veterans Service Office work diligently to secure financial resources for students. Despite

these efforts, UNCW ranks nearly last among its peer group in merit (need-based) scholarship dollars per student.

**Table 97: Scholarships**

	UNCW	College of Charleston	James Madison	Northern Florida	Western Kentucky	Appalachian State
Scholarship/Grants per student (Need-based)	\$ 593.34	\$ 430.11	\$ 725.82	\$ 671.02	\$ 897.67	\$ 563.01
Scholarship/Grants per student (Non-need-based)	\$ 180.54	\$ 885.56	\$ 117.71	\$ 380.59	\$ 496.83	\$ 369.80

Other concerns expressed by the Office of Financial Aid and Veterans Services include:

- Inadequate financial aid for out-of-state dependent students denied Parent PLUS loan and out-of-state independent students.
- Inadequate merit-based scholarships for honors students and high ability students.
- Inadequate institutional financial aid for International Students.
- Inadequate state aid for minority students in the Minority Presence Grant Program and Incentive Grant Program for Native Americans.

Survey data from graduating seniors, 1999-2000, reported by the UNCW's Office of Institutional Research indicate that only about two thirds of these students found the quality of service and staff responsiveness of Financial Aid Services "Good To Excellent"

([http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)). UNC system-wide ratings reported for sophomores and graduating seniors in the UNC Student Survey by the Office of the President. indicate about the same level of satisfaction; 68.9 percent of juniors and the same percentage of seniors rate the financial aid services "Good to Excellent"

([http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports\\_pdf/academic00.pdf](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports_pdf/academic00.pdf))

These are in line with system averages (66.2 percent for sophomores and 64.8 percent for seniors). Counseling services to assist students in managing their resources effectively are available on an appointment basis and through walk-in services. A dedicated walk-in counselor is available each working day during normal office hours. However, the office has identified the need for reducing case loads of case managers to allow more proactive counseling to students on the efficient use of their total financial resources. According to University of North Carolina at Wilmington Comparison Data for SACS Self-Study, 80 percent of the 1999 UNCW graduating class borrowed through "any loan program" while at UNCW ([http://www.uncwil.edu/oir/self\\_study/CommonDatasets.htm](http://www.uncwil.edu/oir/self_study/CommonDatasets.htm)). This is a substantially higher percentage than that reported by any other peer-group institution. Moreover, our students reported a cumulative undergraduate



indebtedness of \$12,559, again the highest in the peer group. These figures lend credence to the need for more proactive financial resource counseling.

**Suggestion 4:** The Associate Provost for Enrollment Affairs should identify means to provide more proactive counseling to help students efficiently use their total financial resources.

*5.4.3.5-1 There **must** be provision for institution-wide coordination of all financial aid awards.*

The Financial Aid and Veterans Services Office is responsible for the coordination of all financial aid awards. Institution-wide coordination of financial aid awards is currently practiced at UNCW consistent with policy documents guiding such practices. These documents were revised in December 2000 to ensure that timely coordination and communication among the relevant campus offices routinely occurs.

*5.4.3.5-2 All funds for financial aid programs **must** be audited in compliance with all federal and state requirements.*

The Financial Aid and Veterans Services Office is audited every year by state auditors in accordance with federal requirements.

*5.4.3.5-3 An institution participating in Title IV programs **must** comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for the Commission on Colleges to conduct a special evaluation.*

The University of North Carolina at Wilmington fully complies with its responsibilities under Title IV of the Higher Education Act of 1965, as amended in the Higher Education Amendments of 1998 (P.L. 105-244, enacted October 7, 1998). UNCW was recently recertified to participate in Title IV programs. The University's Program Participation Agreement with the U.S. Department of Education expires June 30, 2006. Moreover, UNCW is one of fewer than 140 institutions of higher education nationwide that participate in the U.S. Department of Education's Quality Assurance (QAP) and Experimental Sites Programs. The QAP requires an annual self-evaluation and detailed analysis of the university's policies, procedures and practices to ensure compliance with Title IV requirements. The Experimental Sites Program allows UNCW to experiment with changes in institutional policies by exempting the university from federal regulations in seven areas.

Default rates by UNCW students are among the lowest in the UNC system. For example, in the William D. Ford Direct Loan Program, the most recent default rates shown in Table 98. Likewise, the default rates in the Perkins

Loan Program have consistently dropped over the past five years and are currently extremely low (< <http://www.uncwil.edu/finaid/performance.htm>>).

**Table 98: Default Rates, Ford Direct Loan Program**

NAME	1999	1998	1997	1996	1995	1994	Average
University of North Carolina - Chapel Hill	1.6	2.0	2.0	1.9	1.2	1.4	1.9
North Carolina State University	2.5	3.5	3.4	2.8	2.6	2.2	3.1
University of North Carolina - Wilmington	2.7	3.3	2.8	1.5	1.4	1.4	2.9
Appalachian State University	2.8	2.4	3.9	3.9	3.6	2.4	3.0
East Carolina University	3.5	3.6	3.5	4.0	3.8	2.7	3.5
North Carolina School of the Arts	3.6	9.4	9.6	10.7	9.8	13.5	7.5
University of North Carolina at Asheville	3.9	5.2	5.6	4.7	5.9	6.5	4.9
Western Carolina University	4.4	4.9	5.7	4.3	4.8	3.4	5.0
University of North Carolina - Greensboro	4.9	5.6	5.3	5.3	2.7	2.5	5.3
University of North Carolina - Charlotte	5.2	6.0	6.6	3.8	3.6	2.2	5.9
University of North Carolina at Pembroke	6.7	7.0	8.6	6.9	6.1	3.8	7.4
Elizabeth City State University	8.1	16.1	17.8	10.1	14.1	10.1	14.0
North Carolina Central University	9.8	12.4	16.5	8.8	9.7	7.1	12.9
North Carolina Agricultural & Technical State U.	11.2	15.7	15.8	10.7	11.4	10.2	14.2
Fayetteville State University	12.7	17.6	20.1	9.5	8.8	7.0	16.8
Winston - Salem State University	13.1	8.6	11.8	13.7	7.0	7.8	11.2

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**Health Services (5.4.3.6)**

*5.4.3.6-1 An institution **must** provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.*

The mission of the Student Health Center at the University of North Carolina at Wilmington is to deliver quality health care services to a diverse population of students. The services include the diagnosis and treatment of general and acute medical problems and referral to specialists and specialized services as needed. The center supports academic achievement through the delivery of convenient, cost-effective health care combined with health education in a manner consistent with the educational mission of the university. The overall goal of the Student Health Center is to produce a high quality, efficient and effective blend of clinical, preventive and wellness/holistic health services. This involves provider-patient collaboration and shared responsibility that is vital to all aspects of a student's health.

The Student Health Center administratively supports the UNCW Pharmacy. The pharmacy provides confidential and essential information to students regarding their medication and their proper use. Each student is personally counseled by a registered pharmacist in regards to names, dosing intervals, effects when combined with food or alcohol and significant reactions,

interactions, and adverse effects of medications prescribed. Students may also ask questions about “over the counter” drugs and self-medication. The UNCW pharmacy strives to make proper drug use and drug education part of the student’s educational experience.

In May 1999, after more than 25 years, the University of North Carolina at Wilmington discontinued contracted health services and moved all staff at the Student Health Center and Pharmacy to state employee status. The Center addresses issues of health and safety in such diverse areas as athletic programs and food services. Educational and preventive programs are provided campus-wide. Staff members also act as resource persons for faculty and staff on health and medical issues. Services include diagnosis and treatment of acute and general medical problems, health assessment, eating disorders, pre-participation physicals for student athletes, teaching and nursing physicals, travel abroad visits, preventive immunizations and education, allergy injections, laboratory and pharmacy services. Future goals include an expansion of prevention services to include a range of planned, proactive health promotion and primary prevention services. Information received from the American College Health Association assessment will be used to develop these services.

All staff are credentialed, licensed, registered and certified as required by the appropriate boards. Annual in-service education is required of all staff for infection control, bloodborne pathogens, fire and safety, and tuberculosis. Policies and Procedures are developed according to state and federal standards and regulations.

In recent years, the reach of health services has been felt outside the Student Health Center (SHC) with over 350 referrals to other departments. A university-wide process to effectively implement North Carolina’s Immunization Laws was developed in collaboration with the Registrar and Enrollment Affairs. Recent initiatives with the New Hanover County Health Department resulted in free on-site HIV antibody testing at the SHC. Collaboration with the staff of the Wellness Center provides patient education opportunities for student groups, as well as one-on-one consultations.

All medical records at the SHC are confidential and are not released to anyone other than the student without express written consent of the student. The Center has extensive policies and procedures concerning the handling of medical records. Active medical records are filed numerically in an area that is accessible to the office staff during hours of operation. This area is locked securely after hours.

The Student Health Center (SHC) User Evaluations continue to indicate that 98.5 percent of SHC patients are satisfied with the quality of care and services. Additionally, the last evaluation revealed that 99.1 percent of SHC patients would recommend the services to a friend. The comments section on this evaluation has provided valuable information that the Center has used to expand services, such as HIV testing. In the past, waiting time was a major issue with students. In 1995, a continuous quality improvement project was implemented to study waiting time. This is an ongoing project to evaluate the efficiency of clinic



flow. The statistics indicate that 96 percent of SHC patients complete their visit in less than 60 minutes.

Survey data from graduating seniors, 1999-2000, reported by the UNCW's Office of Institutional Research indicate that well over 80 percent find the quality of service, responsiveness of staff and quality of counseling provided by UNCW "Good to Excellent" (<[http://www.uncwil.edu/oir/Survey\\_Folder/gss001.htm](http://www.uncwil.edu/oir/Survey_Folder/gss001.htm)>). According to the UNC system-wide ratings reported for sophomores and graduating seniors in the UNC Student Survey by the Office of the President, 75.9 percent of sophomores and 82.7 percent rated the health services "Good to Excellent"

(<[http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports\\_pdf/academic00.pdf](http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/reports_pdf/academic00.pdf)>)

. This compares very favorably to the system wide averages of 70.5 percent and 69.9 percent respectively.

The Student Health Center (SHC) staff participates in long-range planning through the development of strategic plans. There is a reactive component to patient education such as the SHC's timely response to the American College Health Association and Communicable Disease Center's recommendation regarding meningitis education and vaccination.

Major expansion and renovation plans are underway for the Student Health Center (SHC). The expansion will allow for an effective, efficient, functional, and safe environment for students, staff, and others to achieve desired outcomes. An ongoing goal of the SHC staff is to continually assess the needs and expectations of the university community to provide more efficient and effective services and programs by enhancing current services. Assessment is obtained through university surveys, SHC user evaluations, time study, and other tools such as the American College Health Association Assessment. Additional goals include maintaining adequate staff to meet current and anticipated increases in demand for health services and outreach programs, as well as appropriate administrative support to maintain efficient customer service.

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### Intramural Athletics (5.4.3.7)

#### *5.4.3.7-S1 Intramural sports programs contribute to the personal development of students and **should** be related to the total program of the institution.*

The Intramural program offers approximately 45 different activities each year. The Campus Recreation Department strives to plan these activities to meet the mission of the university as well as the core values stated in the Student Affairs Strategic Plan. Planning for these activities, designed to contribute to the students' overall educational experiences by providing them the opportunity to participate in individual or team sports, takes place six months to one year in advance. Team sports activities allow students to form teams among friends, or existing groups such as fraternities, sororities or residence hall floors. The five traditional team sport activities are flag football, basketball, volleyball, soccer and softball. The individual sport activities allow the student to develop and express

him or herself individually. Individual sports include tennis, racquetball, table tennis, putt-putt and golf, etc.

Students involved in Intramurals gain valuable interaction skills as they deal with other students as participants and officials. This program supports the individual's social and lifelong communicative skill development. In addition, Campus Recreation supports the effort of the Dean of Students Office on the conduct of their students. A strong emphasis is placed on sportsmanship and its importance. A section has been dedicated to sportsmanship and discipline in the *Intramural Handbook*. Students can view the handbook at the campus recreation web site (<<http://www.uncwil.edu/stuaff/camprec/>>) or may be issued a copy at each team sport captains' meeting.

Campus Recreation has been proactive in its response to students needs. Programs are evaluated each semester through student surveys and individual input. Activities have been added when the students have shown an interest, while others were dropped when participation indicated that they may have run their course. The Intramural program has also set up a database to track participants in the program. This data tracks class year, sex, race, on campus/off campus housing and other indicators that may help in planning. The most important aspect of the data is that groups of students reached by its programs can be tracked and areas targeted for marketing and promotion efforts.

The Campus Recreation web site (<<http://www.uncwil.edu/stuaff/camprec/>>) is another venue used to reach students by providing program information and schedules of activities, as well as job applications that can be submitted directly from the site.

*5.4.3.7-S2 These programs **should** be directed and supervised by qualified personnel and should be appropriately funded.*

The overall development of the Intramural program is directed by the Associate Director of Campus Recreation, who holds a master's degree in Sports Administration. The Intramural program employs 6-8 site managers to schedule and supervise all intramural activities. These students undergo a training program and meet weekly with the Associate Director. They are placed in jobs that require their complete attention and are recognized as strong leadership positions. They supervise all intramural activities and are responsible for all issues that may arise, including injuries or discipline problems. An additional 150 students make up the staff, serving as officials, equipment managers and scorekeepers. Of these approximately 60 are students from the sports officiating class. In supporting the academic mission of the university, the Intramural program works closely with instructor Larry Honeycutt to provide an environment where these students can learn outside the classroom. Each student gains practical experience by officiating 16 hours of Intramural team sport contests. Interns are also utilized in various aspects of our program. These students work in several different areas to broaden their experience in the recreation field.

Intramural programs are student fee funded. The Intramural program has received an increase in the overall budget for four consecutive years. The 1996-

97 budget year was the first year that the Intramural budget was separated from the overall Campus Recreation budget. Since that time the budget has doubled from \$28,200 to \$55, 000.

1996-1997	\$28,200	
1997-1998	\$32,277	15 % increase
1998-1999	\$36,450	13 % increase
1999-2000	\$50,000	37 % increase
2000-2001	\$55,000	10 % increase

The 37 percent increase in 1999-2000 was due to the renovation and construction project at the recreation field complex. With the additional fields and lights, access for students has been increased, and all contests are played after 6:00 p.m. This avoids scheduling during the busy class and lab schedule in the afternoon, resulting in an increase in student participation.

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### Recommendations and Suggestions

**Suggestion 1:** The Vice Chancellor for Student Affairs should ensure the development of additional web-based information about student development services to which distance learning and extension students are entitled. (5.4.1-2)

**Suggestion 2:** The Director of Career Services should ensure that clearly specified policies regarding the use of career development services by students, alumni and employers are adopted and widely disseminated. (5.4.3.1-S3)

**Suggestion 3:** The Vice Chancellor for Student Affairs should ensure that the “Student Media Board Charter” is published in the *Code of Student Life* appendices. (5.4.3.2-4)

**Suggestion 4:** The Associate Provost for Enrollment Affairs should identify means to provide more proactive counseling to help students efficiently use their total financial resources. (5.4.3.5-S1, S2)



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Appendices

### 5.4 Committee Members

Lori Spicher, Chair	Foreign Languages and Literatures
Jim Applefield	Curricular Studies
Kathleen Benzaquin	Specialty Studies
Bill Bolduc	Communication Studies
Virginia Lundeen	Student Development Center
Sally MacKain	Psychology
Mariela Shirley	Psychology

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## Staff Qualifications

Name	Department	Title	Degrees Earned	Yrs. of Experience
Abrons, S Albert	Student Health Center	Medical Director	MD Medical College of Virginia	22
Ahlum, Sean E	Housing & Residence Life	Publications & Technology Consultant	BA English, MFA Creative Writing	2
Berkow, Dan	Counseling Center	Counselor/Interim Director	BS Occupational Therapy, MA Counseling, PhD Counseling	11
Bowers, Judy W.	Student Health Center	Director	BS Nursing	20
Breitt, Etta	Counseling Center	Counselor	RN, BA, MS, PhD	26
Brown, Marquita	Campus Recreation	Business & Marketing Coordinator/Fitness Assistant	BA Physical Education	1
Burt, Jessica	CROSSROADS	Outreach Coordinator/Interim Director	BA Sociology	4
Canel, Mary E.	Student Health Center	Adult Nurse Practitioner, Registered Nurse	Associates Degree Nursing, BS Nursing, MS Nursing, Adult Nurse Practitioner Certification --American Nurses Credentialing Center (ANCC)	19
Carlson, Mary	Career Services	Career Development Counselor	BA Sociology, MS Counseling Psychology	2
Casey, Dee	Counseling Center	Assistant Director	MS Psychology	30
Crookes, Mary	Transition Programs	Events Coordinator	BA English Journalism	15
Cross, Stacy	Dean of Students	Greek Affairs Coordinator	BS Communication, MA Counseling	2
Curran, Terrence M.	Office of the Vice Chancellor	Dean of Students	BA English, MS Counseling and Human Development, EdD Foundations of Education	22
DiNome, William	University Union	Student Media Coordinator	BA Music, MFA Creative Writing	16
Dorow, Andrea	Transition Programs	Director	BS Psychology, MS College Student Personnel	11
Dragna, F. James	Student Development Services	Executive Director	BA Theology, MA Counseling, PhD Counseling	21
Farley, Carolyn	University Union	Director	BA English, MS Higher Education and Student Affairs	11
Ferguson, Rosemary	Wellness Services	Coordinator, Health Education Outreach Service	BA, MPH	3
Gough, Bob	Campus Recreation	Coordinator, Special Events and Sports	BS Recreation, MS Kinesiology	3

			Club Advisor			
Graves, Lee	Campus Recreation		Fitness Coordinator		BS, MS Education	1
Harris, James B.	Housing & Residence Life		Associate Director of Operations		BA	12
Hector, Amy	Housing & Residence Life		Residence Coordinator		BA English, MS Counseling	2
Hinson, Nicole	Wellness Services		Registered Dietician		BSPH, MPH	4
Hooker, Shannon	Activities & Involvement		Assistant Director for Programs & Marketing		BA Music/minor business, MA Arts Administration	2
Hoover, Rachelle M	Center for Leadership		Director		BS Journalism/BA Communication Studies, MS Education/Student Personnel Services	7
Housand, Michelle	Pharmacy		Pharmacy Technician		CVS Training Program	4
Howard, Linda	Student Health Center		RN		Associate Degree in Nursing	24
Ismert, Joanne	Student Health Center		Adult Nurse Practitioner		BS Nursing, MS Nursing Administration, Certificate of Advanced Studies for ANP	25
Jones, Marvin P	Vice Chancellor for Student Affairs		Database Technologies Liaison		BA English/Middle Grades Education	16
Kinney, Chris	Disability Services		Learning Specialist		BS Psychology, MA Rehabilitation Counseling	2
Leonard, Patricia	Vice Chancellor for Student Affairs		Vice Chancellor		BA Social Work & Secondary Education, MA College Student Personnel Administration	22
Lewison, John	Student Health Center		Physician		BA Chemistry, MS Organic Chemistry, MD	8
Long, Rebecca Jean	Center for Leadership		Community Services Coordinator		BA Social Sciences	23
Lundeen, Virginia P	Disability Services		Disability Services Manager		BS/BA Psychology/Philosophy & Religion	12
Marcum, Lori	Student Health Center		Licensed Practical Nurse		LPN Diploma	23
Martin, Ian	Activities & Involvement		Assistant Director of Campus Activities		BS Business Administration, MS Education	5
McBride, Audra J	Campus Recreation		Assistant Director		BS, MS	8
McKenna, Noreen	Student Health Center		Family Nurse Practitioner		AAS Nursing, Certified Nurse Practitioner in Family Practice	18
McNeilly, Timothy R	Campus Recreation		Associate Director		BS Sport Management/MA Sport Management	10

McNulty, Cherie	Student Health Center	LPN	Licensed Practical Nurse Diploma	8
Miller, Betty H.	Student Health Center	Medical Technologist	Associate Medical Technology	34
Okine, Kayj Nash	Counseling Center	Staff Counselor/Eating Disorder Specialist	MA Counseling and Personnel Services, PhD Counseling Psychology	8
Parker, Julia	Student Health Center	Certified Medical Assistant	Associates of Applied Science	6
Pence, Sharlene	Student Health Center	Registered Nurse	RN Degree from West Minister College	26
Pridgen, Lee	University Union	Assistant Director for Building Services	AS Mechanical Design	11
Pringle, Rex A	Campus Recreation	Director	BA, MA	15
Rakes, Thom	Career Services	Director	BS Business Administration/Accounting, ME Educational & Counseling Psychology	24
Rand-Pickett, Leslie	Career Services	Career Development Counselor	AA, BA, Med	2
Reed, Diane	Career Services	Career Development Counselor	BA Science/History, MS Counseling and Student Personnel	9
Reedy, Corey	Housing & Residence Life	Residence Coordinator	MS Human Resource Development	1
Reid, Brad W	Housing & Residence Life	Director	BS Chemistry, MS Education/Counselor Education	24
Roberts, Ember	Career Services	Career Development Counselor	BA Psychology, MAEd Counselor Education	5
Roth, Angela	Activities & Involvement	Associate Director of Involvement and Campus Activities	BA Communication Arts, MS Education/Student Personnel Administration	6
Roth, Ann H.	Student Health Center	Pharmacy Manager	BS Pharmacy	23
Royal, Jennie	Dean of Students	Assistant Dean	BS Social Science/minor Sociology, MA Student Development	5
Sharp, Phillip	Counseling Center	Counselor	BBA, MS, EdD	11
Temoney, Kate	Dean of Students	Assistant Dean	BA Psychology/Religion, Med Higher Education Administration	3
Thompson, Karen S.	Career Services	Assistant Director of Career Services	BS, MA	23
Torres, Cloe	Housing &	Residence Coordinator	BA Special Education, ME Counselor Education	3



	Residence Life			
Turner, Margaret Nan	Disability Services	Director	BS Elementary Education, MS Special Education, EdD Special Education/Counseling Psychology	30
Wright, John Jay	Housing & Residence Life	Associate Director	BA, MA Counseling	9
Wymer, Craig	Housing & Residence Life	Residence Coordinator	BS, MA	1
Yackly, Sarah M	University Union	Building Services Coordinator	BA Art/Women's Studies, MS Student Personnel Administration	2
Zebroski, Laurie	Student Health Center	Registered Nurse	Associates Degree Nursing	19

## Activities Attendance Data

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
8/10/2000		Campus Activities	RA Involvement Carnival Involvement Booth	50
8/10/2000		Leadership Program/Training	Mad Hatter Training	60
8/12/2000	101	Campus Activities	UNCWelcome: Playfair	500
8/12/2000	115	Campus Activities	UNCWelcome: Student/Parent Welcome	2700
8/13/2000	102	Campus Activities	UNCWelcome: Tom Deluca	975
8/13/2000	1802	Leadership Program/Training	Leadership Staff Training	
8/14/2000	103	Campus Activities	UNCWelcome: WC Wahoo	350
8/15/2000	104	Campus Activities	UNCWelcome Flicks 101: The Big LeBowski	40
8/15/2000	105	Campus Activities	UNCWelcome: Beach Blast	1250
8/15/2000	114	Campus Activities	UNCWelcome: Convocation	1200
8/16/2000		Campus Activities	Non-Trad Commuter Student Day Involvement Booth	75
8/16/2000	106	Campus Activities	UNCWelcome: Poster Sales	
8/16/2000		UNCW Volunteer Presentation	Social Work Class	20
8/17/2000		Campus Activities	Involvement Presentation RA's	50
8/17/2000	107	Campus Activities	UNCWelcome: Mike Plume	200
8/17/2000	112	Campus Activities	UNCWelcome: Wax 'n More	150
8/18/2000	109	Campus Activities	UNCWelcome ACE Screening Room: Roadtrip	250
8/18/2000	108	Campus Activities	UNCWelcome Friday Night Live: David J	150
8/19/2000	111	Campus Activities	UNCWelcome: Reggae Sunset	75
8/19/2000	110	UNCW Volunteers	UNCWelcome: First Serve	48
8/21/2000		Leadership Program/Training	Global SERV Meeting	3
8/21/2000		UNCW Volunteer Presentation	Social Work Class	25
8/21/2000		UNCW Volunteer Presentation	Social Work Class	20
8/21/2000		UNCW Volunteer Presentation	Social Work Class	25
8/22/2000	3001	ACE	Flicks 101: Fresh	10
8/23/2000		Campus Activities	Involvement Carnival	2200
8/23/2000		Leadership Program/Training	Involvement Carnival Booth	75
8/23/2000		UNCW Volunteer Presentation	Social Work Class	25

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
8/24/2000		UNCW Volunteer Presentation	Psychology Class	24
8/25/2000	1801	Leadership Program/Training	Leadership Retreat	65
8/26/2000	2701	ACE	Concert: Nikki Talley	300
8/26/2000	2001	ACE	Screening Room: Gladiator	6
8/28/2000		Leadership Program/Training	Global SERV Meeting	28
8/28/2000		UNCW Volunteer Presentation	Freshman Seminar	30
8/28/2000		UNCW Volunteer Presentation	Teaching Fellows (Freshmen)	10
8/29/2000	3002	ACE	Flicks 101: Rear Window	35
8/29/2000		Leadership Program/Training	Involvement Presentation	22
8/30/2000		UNCW Volunteer Presentation	Freshman Seminar	25
8/30/2000		UNCW Volunteer Presentation	Freshman Seminar	35
8/31/2000		Leadership Program/Training	Involvement Presentation True Colors UNI 101	30
8/31/2000		UNCW Volunteer Presentation	Teaching Fellows (Sophomore)	150
9/1/2000	2002	ACE	ACE Film: Shanghai Noon	10
9/5/2000	3003	ACE	ACE Flicks 101: Raging Bull	98 pints/ 15 volunteers
9/6/2000	1012	UNCW Volunteer	Seahawk Surge: Blood Drive	50
9/6/2000	1012	UNCW Volunteers	Seahawk Surge: Blood Drive	15
9/7/2000	301	Campus Activities	Concert on the Commons: Jo Serrapere	350
9/7/2000	1002	UNCW Volunteer	Seahawk Surge: Volunteer Interest Meeting	5
9/8/2000	2003	ACE	ACE Film: Mission Impossible II	cancelled
9/11/2000		Leadership Program/Training	Global SERVE Meeting	40
9/12/2000	3004	ACE	ACE Flicks 101: Dogma	100
9/14/2000	302	Campus Activities	Concert on the Commons: Deidra McCalla	65
9/15/2000	2004	ACE	ACE Film: Bringing Out the Dead	8
9/16/2000	1003	UNCW Volunteers	Seahawk Surge: Big Sweep	10
9/18/2000		Leadership Program/Training	Global SERVE Meeting	1024
9/19/2000	3005	ACE	ACE Flicks 101: Raiders of the Lost Ark	15
9/19/2000	1201	Leadership Program/Training	Leadership Lecture Series: Jonathan Kozol	40
9/20/2000	1900	UNCW Volunteers	UNCW Kids Volunteer Interest Meeting	
9/21/2000	303	Campus Activities	Concert on the Commons: My Little Ira	



DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
9/22/2000	2005	ACE	ACE Film: Mission to Mars	100
9/23/2000	204	Arts in Action	Buckwheat Zydeco	1800
9/25/2000		Leadership Program/Training	Global SERVE Meeting	
9/26/2000	2702	ACE	Ace Concert: Reverse	6
9/26/2000	1401	Leadership Program/Training	Leadership Film Series: Dave	40
9/26/2000	1000	UNCW Volunteers	Seahawk Surge: DC Trip Interest Meeting	10
9/27/2000		UNCW Volunteers	UNCW Kids	23
9/29/2000	2006	ACE	ACE Film: U-5701	100
9/29/2000	2201	ACE	Friday Night Live: Eric O'Shea	75
9/30/2000		Leadership Program/Training	Global SERVE: Salvation Army Service Trip	4
9/30/2000		UNCW Volunteers	Girls Inc. Work Day	8
10/2/2000	500	Campus Activities	Art Exhibit: Donnie Wrights Reception (to 10/30)	35
10/2/2000	1300	Leadership Program/Training	Emergence I (Section 1)	15
10/2/2000	1300	Leadership Program/Training	Emergence II	4
10/2/2000		Leadership Program/Training	Global SERVE	5
10/2/2000	1300	Leadership Program/Training	Emergence I (Section 2)	10
10/3/2000		Leadership Program/Training	Art Exhibit: Edward Jacobsen & Deborah Doucett	
10/4/2000	500	Campus Activities	Reception (to 10/30)	35
10/4/2000	1004	UNCW Volunteers: Seahawk Surge	Fall Break Service Trip Washington DC (to 10/08)	13
10/9/2000	1300	Leadership Program/Training	Emergence I (Section 1)	15
10/9/2000	1300	Leadership Program/Training	Emergence II	4
10/9/2000		Leadership Program/Training	LEAD Consultant Meeting	5
10/10/2000	2703	ACE	ACE Concert: The Stryder	75
10/10/2000	1300	Leadership Program/Training	Emergence I (Section 2)	10
10/11/2000	1900	UNCW Volunteers	UNCW Kids	25
10/13/2000	2007	ACE	ACE Film: Shaft	200
10/13/2000	801	ACE	ACE: Midnite Madness	2500
10/14/2000	2706	ACE	ACE Concerts: The Scaries and Weston	100
10/16/2000	1300	Leadership Program/Training	Emergence I (Section 1)	15
10/16/2000	1300	Leadership Program/Training	Emergence II	4
10/16/2000		Leadership Program/Training	Global SERVE	6

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
10/17/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
10/17/2000	1300	Leadership Program/Training	Emerge II	4
10/17/2000	1402	Leadership Program/Training	Leadership Film Series: Bulworth	7
10/17/2000		UNCW Volunteers Presentation	Social Work Class	25
10/18/2000	1900	UNCW Volunteers	UNCW Kids	23
10/20/2000	2013	ACE	ACE Film: X-Men	250
10/20/2000		UNCW Volunteers Presentation	Social Work Class	18
10/20/2000		UNCW Volunteers Presentation	Social Work Class	20
10/20/2000		UNCW Volunteers Presentation	Social Work Class	20
10/21/2000	201	Campus Activities	Arts in Action: Transactors Improv	300
10/21/2000	1005	UNCW Volunteers	Seahawk Surge: Beach Sweep	24
10/23/2000	3202	ACE	ACE Fall Fest: Free Carnival Food	75
10/23/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15
10/23/2000	1300	Leadership Program/Training	Emerge II	4
10/23/2000		Leadership Program/Training	Global SERVE	5
10/23/2000		Leadership Program/Training	LEAD Consultant Meeting	5
10/24/2000	3294	ACE	ACE Fall Fest: Adopting Grady Band	60
10/24/2000	3203	ACE	ACE Fall Fest: Free Novelty Games	125
10/24/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
10/24/2000	1006	UNCW Volunteers	Seahawk Surge: Halloween Carnival	450 Vols+kids
10/25/2000	3201	ACE	ACE Fall Fest: Illusionist Craig Karges	125
10/25/2000	1900	UNCW Volunteers	UNCW Kids	23
10/26/2000	3205	ACE	ACE Fall Fest: Pumpkin Carving Contest	30
10/26/2000	2601	ACE	ACE Lectures: Cornel West	900
10/27/2000	3206	ACE	ACE Film: Rocky Horror Picture Show	90
10/27/2000	3206	ACE	Local Scary Stories	50
10/28/2000	2401	ACE	ACE Port City Comedy Jam: D. L. Hughley	600
10/30/2000	500	Campus Activities	Art Exhibit: Sherry Thurston to 12/14	
10/30/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15
10/30/2000	1300	Leadership Program/Training	Emerge II	4
10/30/2000		Leadership Program/Training	Global SERVE Meeting	5

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
10/30/2000	1204	Leadership Program/Training	Leadership Lecture: Michael Oren	185
10/31/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
10/31/2000	1300	Leadership Program/Training	Emerge II	10
11/1/2000		UNCW Volunteers	Project Vote Forum	20
11/1/2000	1900	UNCW Volunteers	UNCW Kids	22
11/1/2000	2008	ACE	ACE Film: Coyote Ugly	300
11/6/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15
11/6/2000	1300	Leadership Program/Training	Emerge II	4
11/6/2000		Leadership Program/Training	Global SERVE Meeting	7
11/6/2000		Leadership Program/Training	LEAD Consultant Meeting	5
11/7/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
11/8/2000	1900	UNCW Volunteers	UNCW Kids	22
11/10/2000	2704	ACE	ACE Concert: Homegrown Talent	5
11/10/2000	2009	ACE	ACE Film: What Lies Beneath	300
11/10/2000	500	Campus Activities	Art Exhibit to 12/14 Sherry Thurston Reception	20
11/13/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15
11/13/2000	1300	Leadership Program/Training	Emerge II	4
11/13/2000		Leadership Program/Training	Global SERVE Meeting	7
11/13/2000	1007	UNCW Volunteers	Hunger/Homelessness Week Faces of Homelessness Panel	80
11/14/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
11/14/2000	1007	UNCW Volunteers	Hunger/Homelessness Week Canned Food Drive	30
11/15/2000	1900	UNCW Volunteers	UNCW Kids	22
11/15/2000	1007	UNCW Volunteers	Hunger/Homelessness Week Hunger Banquet	85
11/16/2000	1900	UNCW Volunteers	Hunger/Homelessness Week Sleepout	40 program/15 spent the night
11/17/2000	2202	ACE	ACE Comedy: Elvira Cook	75
11/17/2000	2010	ACE	ACE Film: The Cell	175
11/18/2000	202	Campus Activities	Arts in Action: Ahn Trio	454
11/19/2000		Leadership Program/Training	ODK Orientation	100
11/20/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15



DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
11/20/2000	1300	Leadership Program/Training	Emerge II	4
11/20/2000		Leadership Program/Training	Global SERVE Meeting	
11/20/2000		Leadership Program/Training	LEAD Consultant Meeting	5
11/20/2000	1600	Leadership Program/Training	Women in Leadership	20
11/21/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
11/27/2000	1300	Leadership Program/Training	Emerge I (Section 1)	15
11/27/2000	1300	Leadership Program/Training	Emerge II	4
11/27/2000		Leadership Program/Training	Global SERVE Meeting	4
11/28/2000	1300	Leadership Program/Training	Emerge I (Section 2)	10
11/29/2000		Leadership Program/Training	Presentation to International Student Organization	30
11/29/2000	1900	UNCW Volunteers	UNCW Kids	22
11/30/2000	500	Campus Activities	WC	
12/1/2000		ACE	ACE Film: Nutty Professor II: The Klumps	100
12/4/2000	1500	Leadership Program/Training	Lead Consultant Meeting	5
				110 participants
12/5/2000	1010	UNCW Volunteers	Seahawk Surge: Blood Drive	92 pints
12/6/2000	1011	UNCW Volunteers	UNCW Kids Christmas Party	30
12/12/2000	1009	UNCW Volunteers	Angel Tree Delivery	72 gifts delivered
1/8/2001	500	Campus Activities	Art Exhibit: Jane Baldridge (to 2/19)	30
1/8/2001	500	Campus Activities	Art Exhibit: Kathleen Nobles (to 2/19)	30
1/8/2001	4003	Campus Activities	UNCW Welcome Back: Karaoke	50
1/10/2001		UNCW Volunteers	UNCW Kids	20
1/11/2001	4002	Campus Activities	UNCW Welcome Back: Spring Activities Fair	200
1/12/2001	2203	ACE	UNCW Welcome Back ACE Comedy: The Other Side	150
1/12/2001	2012	ACE	UNCW Welcome Back ACE Film: Nurse Betty	75
1/13/2001	1804	Leadership Program/Training	Organizational Leadership Conference	108
1/16/2001		UNCW Volunteer Presentation	Social Work Class	28
1/16/2001		UNCW Volunteer Presentation	Social Work Class	27
1/16/2001		UNCW Volunteer Presentation	Social Work Class	28
1/16/2001		UNCW Volunteer Presentation	Teaching Fellows	36
1/17/2001	2707	ACE	ACE Concert: No Knife	64

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
1/17/2001		UNCW Volunteer Presentation	Psychology Class	37
1/17/2001		UNCW Volunteer Presentation	Social Work Class	12
1/17/2001		UNCW Volunteers	UNCW Kids	20
1/19/2001	2014	ACE	ACE Film: Meet the Parents	265
1/20/2001	205	Arts in Action	MOMIX	756
1/20/2001	1022	UNCW Volunteers/Global SERVE	Habitat for Humanity Project	21
1/22/2001	2101	ACE	ACE Homecoming: Show Your Seahawk Pride	???
				55 pints/ 7 volunteers
1/22/2001		ACE/UNCW Volunteers	Homecoming Week Blood Drive	8
1/22/2001		Leadership Program/Training	Global SERVE Meeting	5
1/22/2001	1601	Leadership Program/Training	Women in Leadership	76
1/23/2001	2102	ACE	ACE Homecoming: Day of Chance	88
1/24/2001	2103	ACE	ACE Homecoming: Day of Dance	20
1/24/2001		UNCW Volunteers	UNCW Kids	114
1/25/2001	2104	ACE	ACE Homecoming: Day of Romance	12
1/25/2001	1300	Leadership Program/Training	Emerge I and II	231
1/26/2001	2015	ACE	ACE Film: Almost Famous	140
1/26/2001	2105	ACE	ACE Homecoming: Almost Famous Friday	111
1/27/2001	2106	ACE	ACE Homecoming: Game Day	38
1/27/2001	1013	UNCW Volunteers	Woodlot Project	6
1/29/2001		Leadership Program/Training	Global SERVE Meeting	32 for film/0 for discussion
1/30/2001	1403	Leadership Program/Training	Leadership Film Series: Erin Brockovich	20
1/30/2001		UNCW Volunteer Presentation	Woodmen of the World Meeting	20
1/31/2001		UNCW Volunteers	UNCW Kids	250
2/2/2001	2016	ACE	ACE Film: Charlie's Angels	67
2/5/2001	2718	ACE	ACE Concert: Code 7	2
2/5/2001		Leadership Program/Training	Global SERVE Meeting	
2/6/2001	2708	ACE	ACE Concert: Open Mic	350
2/7/2001	2602	ACE	ACE Lectures: Keller Williams	20
2/7/2001		UNCW Volunteers	UNCW Kids	

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
2/8/2001	1014	Leadership Program/Training	Young At Heart Social	290
2/9/2001	2017	ACE	ACE Film: Remember the Titans	133
2/9/2001	1700	Leadership Program/Training	South Eastern African American Student Leadership Conference (to 2/11)	102
2/12/2001		Leadership Program/Training	A Coal Miner's Daughter Global SERVE program for Intercultural Week	10
2/13/2001	1202	Leadership Program/Training	Leadership Lecture Series: Robert Thurman	324
2/13/2001	1023	Leadership Program/Training	UNCW Volunteers: Service Learning	4
2/14/2001		UNCW Volunteers	UNCW Kids	20
2/16/2001	2018	ACE	ACE Film: Bagger Vance	125
2/17/2001	203	Arts in Action	Andes Manta	498
2/17/2001	802	Campus Activities	Intercultural Festival	300+
2/17/2001	1015	UNCW Volunteers: Seahawk Surge	Woodlot Project	3
2/19/2001	2717	ACE	ACE Concert: Remember Jonah	125
2/19/2001		Leadership Program/Training	Global SERVE Meeting	10
2/20/2001	2709	ACE	ACE Concert: Open Mic	50
2/20/2001		UNCW Volunteers	Literacy Awareness Week Literacy Workshop	3
2/20/2001	1020	UNCW Volunteers	Literacy Awareness Week Read-A-Thon	40
2/21/2001		UNCW Volunteers	UNCW Kids	20
2/22/2001		UNCW Volunteers	Literacy Awareness Week Poetry Reading	50
2/23/2001	2208	ACE	ACE Comedy: Vic Henley	40
2/23/2001	2019	ACE	ACE Film: The Emperor's Groove	160
			3 vol/ 113 books to Girls Inc/ 352 books to Randall Lib/ \$115 donation to Girls Inc.	
2/23/2001		UNCW Volunteers	Literacy Awareness Week ODK Book Drive for Girls Inc.	45
2/23/2001		UNCW Volunteers	Literacy Awareness Week Theatre Club Production	8
2/26/2001		Leadership Program/Training	Global SERVE Meeting	20
2/28/2001		UNCW Volunteers	UNCW Kids	



DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
3/4/2001	1016	UNCW Volunteers	Alternative Spring Break	7
3/12/2001		Leadership Program/Training	Global SERVE Meeting	5
3/13/2001	2710	ACE	ACE Concert: Open Mic	51
3/13/2001	1025	UNCW Volunteers	Seahawk Surge: Blood Drive	79 pints/90+ participants/ 12 vol/ 19 3/4 hours volunteered
3/14/2001	2603	ACE	ACE Lectures: Julia Butterfly Hill	350
3/16/2001	2206	ACE	ACE Comedy: Al Ducharme	75
3/16/2001	2021	ACE	ACE Film: Shadow of the Vampire	75
3/16/2001	1026	UNCW Volunteers	COOL Conference	5
3/19/2001		Leadership Program/Training	Global SERVE Meeting	5
3/20/2001	1203	Leadership Program/Training	Leadership Lecture Series: Molly Ivans	975
3/21/2001	2719	ACE	ACE Concerts: Vertical Horizon	1351
3/21/2001		UNCW Volunteers	UNCW Kids	18
3/23/2001	2022	ACE	ACE Film: The Contender	150
3/24/2001	1017	UNCW Volunteers	Seahawk Surge: Women's Volunteer Day	6
3/26/2001		Leadership Program/Training	Global SERVE Meeting	10
3/27/2001	2711	ACE	ACE Concert: Open Mic	56
3/28/2001		UNCW Volunteers	UNCW Kids	18
3/31/2001	206	Arts in Action	Leahy	2000
3/31/2001		SGA	Sophomore Class Trash-a-Thon	35
4/2/2001	2301	ACE	ACE Spring Fest: Free Lemonade Promotion	300
4/2/2001		Leadership Program/Training	Global SERVE Meeting	5
4/3/2001	2302	ACE	ACE Spring Fest: Make Your Own Candle	175
4/3/2001	1404	Leadership Program/Training	Leadership Film Series: The Insider	7
4/4/2001	2303	ACE	ACE Spring Fest Concert: Weekend Excursion	175
4/4/2001		Leadership Program/Training	Dr. Jim Megivern Lecture on Capital Punishment	30
4/4/2001		UNCW Volunteers	UNCW Kids	20
4/5/2001	2304	ACE	ACE Spring Fest: Tune-In Game Show	101
4/5/2001	304	Campus Activities	Concert on the Commons: William Strickland	30

DATE	EVENT #	GROUP	PROGRAM	ATTENDANCE
4/6/2001	2024	ACE	ACE Spring Fest Film: What Women Want	223
4/7/2001		Leadership Program/Training	Leadership Ropes Course	9
4/7/2001	1018	UNCW Volunteers	Seahawk Surge	9
4/9/2001	803	Campus Activities	Student Leader Photo	50
4/9/2001		Leadership Program/Training	Global SERVE Meeting	5
4/10/2001	2714	ACE	ACE Concerts: Open Mic Night	0
4/10/2001		SGA	SGA Elections	1083
4/11/2001		UNCW Volunteers	UNCW Kids	20
4/16/2001		Leadership Program/Training	Global SERVE Meeting	7
4/18/2001	804	Campus Activities	Student Leader Reception	250
4/18/2001		UNCW Volunteers	UNCW Kids	20
4/19/2001		UNCW Volunteers	Special Olympics Vol. Interest Mtg.	35
4/20/2001	2023	ACE	ACE Film: O Brother Where Art Thou	100
4/21/2001	1019	UNCW Volunteers	Seahawk Surge: Earth Day	16
4/23/2001		Leadership Program/Training	Global SERVE Meeting	8
4/24/2001	2716	ACE	ACE Concert: Mountain Mama	101
4/25/2001	805	Campus Activities	Leadership Grove Dedication	30
4/25/2001		UNCW Volunteers	UNCW Kids: End of Yr. Party	20
4/26/2001	305	Campus Activities	Arts in Action: Dezeray's Hammer	60
4/26/2001		UNCW Volunteers	Special Olympics	40
4/27/2001	2026	ACE	ACE Film: Requiem for a Dream	175
4/30/2001		Leadership Program/Training	Global SERVE Meeting	8
5/29/2001	306	Campus Activities	Concert on the Commons Tuesday Tunes: Wes Sayer	150

## History of the Division of Student Affairs

The Division of Student Affairs recognizes a significant historical marker along its developmental course by its own introductory statement in the *Student Affairs Strategic Plan 1999-2004*:

In the spring of 1996, the Division of Student Affairs began a new chapter with Pat Leonard's appointment as vice chancellor for student affairs. Under her leadership the division embarked on a new journey that included intensive self-evaluation and program assessment, structural reorganization, resource reallocation, and establishing clear values and aspirations. It is a journey to redefine the role of student affairs, particularly in our relationships with students, faculty, and staff. Lastly, it is a time to create a vision for the new millennium.

The vibrant re-dedication of the Student Affairs Division is demonstrated in each of its current eleven organizational units that include Campus Recreation, Career Services, Counseling Center, Disability Services, Student Health Services, Housing and Residence Life, Office of the Dean of Students, Student Development Services, Student Life Assessment, Transitional Programs, and the University Union. It is the ongoing collaboration and communication of these professional teams that create a community-dedicated student support service and enhanced educational opportunities. The evidence of their efforts may be best viewed by citing accomplishments of the past and present, as well as their vision of the future.

The 1990 UNCW Self-Study for the Southern Association of Colleges and Schools and its recommendations for nine areas of improvement in Student Affairs offer insight into the division's past status. Note that seven of these recommendations are currently the responsibility of Student Affairs and are included in this report. The Division of Student Affairs response to each recommendation provides a glimpse into the division's challenges and growth:

**Recommendation 1:** The Director of Student Life Studies should continuously work with various offices, especially with the UNCW Office of Institutional Research, to ensure a broad-based involvement and continuous planning and evaluation process.

**Recommendation 2:** The Division of Student Affairs should enhance research management through participation in local and national computer networks.

**Response:** The Student Life Assessment Office, with a full-time coordinator and one support staff member, is an integral participant in the division's strategic planning process, including designing documents, devising assessment instruments, collecting data, assimilating informational networks and interpreting results. The Life Assessment Office works extensively with Institutional Research to profile current students, anticipate educational trends, and develop university planning. A sampling of current Student Life Assessment Office projects and activities include departmental program evaluations, service users surveys, student profile data, the Freshman, Sophomore, Senior and Alumni

Surveys, the Student Involvement Survey and the Student Study Habits Assessment.

**Recommendation 3:** Increase involvement with organizational advisors, to include handbooks, regular meetings, and a communication structure to assist with budgeting, training, fundraising, programming, and publicity. Currently, only Greek advisors meet regularly. Handbooks are being printed for all advisors, and networking is taking place on an as-needed basis.

**Response:** The Office of Student Activities has created and maintained a policy and procedure handbook for both student leaders and faculty advisors related to the issues of student organizations. In addition, the coordinator of Student Activities offers both consultation and up-to-date educational materials for faculty advisors as they address students and their organizations. Over 125 student organizations ranging in purpose from academic enrichment to recreational opportunities are currently coordinated through the Student Activities Office.

**Recommendation 4:** Reestablish the Counseling Psychologist/Coordinator of Testing Services and Coordinator of Disabled Student Services positions. As a result of recent budget cuts, the Student Development Center lost three key positions and is in dire need to have them reinstated.

**Recommendation 5:** Add an Administrative Assistant I to the Student Development Center staff. The day-to-day operation of the Student Development Center testing center does not require the qualifications and training of a doctoral-level psychologist. An administrative assistant, trained as a testing technician would be equally suited, under the supervision of a psychologist, to oversee the testing center.

**Response:** Student Development Services (formerly Student Development Center) has expanded and reorganized its services to create a more efficient client care management system and educational services model. Student Development Services directs a continuum of care system that promotes inter-referral, provider/educator communication, and preventive programming. Student Development Services oversees the activities of the Counseling Center, CROSSROADS (Substance Abuse Prevention and Education), Disability Services, National Testing Program, Pharmacy, Student Health Center and Wellness Services.

The Counseling Center now consists of six full-time counselors with two full-time equivalent consulting counselor positions and a part-time consulting psychiatrist. Four professional staff members are licensed psychologists, with the remaining six counselor/consultant counselors representing doctoral, masters and masters of social work educational backgrounds. The UNCW Counseling Center is one of only four



university counseling centers in North Carolina accredited by the International Association of Counseling Services.

In 1997, the Division of Student Affairs appointed a full-time Coordinator of Disability Services to establish an office in addressing the needs of an increasing population of students with disabilities. In 1998, the position was upgraded to a director position. In addition, a Learning Specialist position was created for programming needs of students with mental impairments. Disability Services provides resources for the entire campus community to meet the needs of students with disabilities. Currently approximately 400 students are registered with Disability Services.

The Student Development Services now has a one-half time Administrator Assistant I position to oversee Testing Services operations. The Testing Services program expanded in 1998 to include a computer-based service center in cooperation with Educational Testing Service.

**Recommendation 6:** Add a full time clerical person to the support staff in the Career Planning and Placement Center. This will alleviate the need for inordinate clerical work on the part of professional staff.

**Recommendation 7:** Add a job developer/counselor to the professional staff in the Career Planning and Placement Center. This person will visit prospective employers to help them ascertain areas where UNCW graduates may be employed.

**Response:** The UNCW Career Services assists students with career assessment, values clarification, and occupational data to help them make informed choices of academic majors. In 1997-98, Career Services added three professional staff and one receptionist to its staff. A total of five counselors established specific liaison with the faculty and administration of the College of Arts and Sciences, Cameron School of Business, Watson School of Education and the School of Nursing. The office created a web site providing career information, resume development, job and internship listings as well as links to employment sites.

According to its own vision statement, the function of Student Affairs is to "intentionally create a community to promote students' well-being, personal development, and commitment to the common good through transferring experience." Plans for a renovation/expansion of Westside Hall and the University Union serves as future concrete evidence of an ever-emerging enterprise. The collaboration of Student Affairs staff with the faculty and staff of UNCW will guide the role of the university as a leader and innovator in student support services.

**Division of Student Affairs Assessment Schedule**

<<http://www.uncwil.edu/stulife/Report/schedule.PDF>>.

A hard copy of this document is found in the SACS Self-Study document library.

## **5.5: Intercollegiate Athletics**

### **-1-**

#### **Introduction**

The athletics program at UNCW is an integral part of the university fabric that significantly enhances the quality of the university experience for athletes and non-athletes alike. UNCW currently sponsors 19 intercollegiate sports, 9 for men and 10 for women, and has held National Collegiate Athletic Association Division I membership since the 1976-77 season. UNCW, a member of the Colonial Athletic Association since 1984, competes with American University, East Carolina University, George Mason University, James Madison University, Old Dominion University, the University of Richmond, Virginia Commonwealth University and the College of William and Mary.

### **-2-**

#### **Summary**

The biggest strengths of the Department of Athletics are its quality staff and student athletes. Academic integrity is a basic element of athletic programming decisions, thus ensuring that the educational values, practices, and mission of UNCW set the standards for the program. The excellent record of academic achievement compiled by our athletes demonstrates that these values are central to the program. As indicated in *Official NCAA Division I Graduation Reports* of the National Collegiate Athletics Association, UNCW athletes boasted the highest five-year graduation rate in the UNC system three times in the last ten years, and finished below second only once (National Collegiate Athletic Association, 1 June 1999; 11 September 2000). These rates have been consistently higher than those of UNCW students as a whole (75 percent for student athletes compared with 56 percent for the UNCW population). Over the past five years, the average grade point average for the team has ranged between 2.8 and 3.0 on a four point scale. This outstanding record is a direct result of the hard work and the dedication of the staff that closely monitors the athletes' progress and provides free tutoring through the Student Academic Support Services.

Adequate funding continues to be the biggest challenge for the Department of Athletics. According to the 2000-01 Scholarship Report of the National Collegiate Athletics Association, UNCW's scholarship program is the lowest funded in the Colonial Athletic Association, with a total expenditure in Grants in Aid of just over \$88,000, compared to a league average of just under \$130,000. Only two sport programs, men's and women's basketball, are fully funded per NCAA regulations regarding athletic scholarships. Many programs are at a competitive disadvantage because they do not have comparable funding.

The growth of the university community is a positive as well as a negative. The university has grown so quickly that there is not adequate office, classroom or dorm space to accommodate the needs of the university. Not only has lack of funding stagnated program and personnel growth, there is virtually no space for any additional personnel. Because of this university growth and rising academic standards, compliance with Title IX and gender equity have become a challenge. The undergraduate population

continues to be female dominant, which further compounds Title IX. Though a plan is in place, operational, and strides are being achieved, the Department of Athletics is not yet in full compliance with Title IX.

The actions that were taken in response to recommendations and suggestions made in the last Self-Study (1990) are quite instructive. The 1990 SACS Self-Study Report recommended the following:

To increase the faculty's role in the control of the athletic program and contribute to its ultimate direction, the Chancellor, in consultation with the UNCW Faculty Senate, should establish a new Athletic Advisory Council to the Chancellor, a majority of whose members will be appointed by the Faculty Senate Steering Committee.

In response to this recommendation, The Athletic Council was established. The purpose of the Athletic Council is to provide oversight and governance to the Department of Athletics and to ensure that the department operates in accordance with the mission of the university. The Athletic Council approves schedules, reviews academic records, compliance, and is involved in long-range planning as well as budgeting discussions. The Athletic Council members are faculty who are selected by and report directly to the Chancellor (James R. Leutze, "Memorandum Appointing," 14 Sept. 2000).

The *1990 SACS Self-Study Report* also included the following suggestion:

The Athletic Council should be required to include a subcommittee specifically dedicated to ensuring the equitable allocation of funds between men's and women's sports to the extent that this is feasible and in accordance with the University's long- and short-term goals.

The Planning Committee of the Athletic Council was formed in response to this suggestion. The purpose of the Planning Committee is to systematically evaluate sport programs and the direction of the Department of Athletics with a special sensitivity to gender-equity concerns (Athletics Council, "Minutes," 15 Oct. 1999). In addition to scrutiny by this committee, the Office of Internal Audit has completed audit reviews of the Department of Athletics regarding disparity in funding between men's and women's sport programs. In the same vein, the Steering Committee for NCAA Certification made a formal recommendation that for every new dollar spent on a men's program, at least a dollar and ten cents must be spent on the women's program. A revision in the budgeting process has ensured that this recommendation has been implemented (Peg Bradley-Doppes, "Response to Internal Audit," 29 Aug. 2000).

Another suggestion from the *1990 SACS Self-Study Report* dealt with the issue of securing additional funding:

The Director of Athletics, in consultation with appropriate University committees, should seek additional external funding to improve athletic programs, construct additional training facilities and hire additional coaches as needs dictate. The Director of Athletics should ensure that searches for coaching positions, as they come open, are conducted in accordance with the standards for position searches in other UNCW departments.

As a result, the Student Aid Association (Seahawk Club) has drastically increased its annual contribution to the Department of Athletics, and recorded a 200% increase in



its fund-raising efforts for the past 10 years. Last year, a record \$500,00 was transferred to the Department of Athletics to help provide athletic scholarships.

The Department of Athletics, in conjunction with the university and the Seahawk Club, has started Project 2002, the most ambitious and largest capital campaign in the history of the university. This project will provide state-of-the-art training rooms, weight rooms, coaches' offices, locker rooms, conference rooms and classrooms. Also included is a press box and lights for the Women's Softball program. This aspect of the project was designed specifically to address existing facility inequities. This project also includes expansion of the Golden Hawk Room, which will provide additional revenue through rental fees (Athletics Department, "Goal and Objectives"; Seahawk Club, "Fund Raising Campaign").

New revenue sources identified to enhance the department's funding include:

- \$30,000 annually from rental fee from Wilmington Waves
- \$20,000 annually from King Mackerel Fishing Tournament
- A brick program which will generate over \$400,000 to go towards Project 2002
- Priority Seat Selection, a program that increased season ticket sales as well as generated additional interest and support for annual giving

The final suggestion from the *1990 SACS Self-Study Report* stated,

The Director of Athletics should provide leadership in efforts to reduce the financial dependency of coaching salaries upon the University's academic budget and, consequently, the teaching loads of coaches.

As a result, the Director of Athletics now reviews course loads and the salaries of coaches who receive supplemental compensation for teaching courses for the Health, Physical Education, and Recreation Department. It is a goal for the Department of Athletics to reduce the number of coaches who teach but, at the current time, it is not financially feasible. However, adjustments have been implemented to provide equitable treatment in the assignment of teaching duties: 4 male and 3 female coaches teach. Additionally, coaches of sport programs that are in their traditional season will have minimal or no teaching responsibilities. As financial increases occur in the Department of Athletics, consideration will be given to discontinue coaches' teaching responsibilities.

Because of these and similar assessment-based initiatives, the UNCW athletics program has made great strides in the last ten years. One of the more memorable moments for the department came on Nov. 21, 1996, when UNCW received notification from the NCAA that it had been certified, confirming that the school operates in full conformity with the operating principles of NCAA Division I membership.

In their response to the 1990 Self-Study, the SACS visiting team issued the following six recommendations. Each recommendation has been addressed in the response to a specific **must** statement as detailed below:

1. *That a written statement of goals and objectives be developed by the administration in consultation with the athletics director, with appropriate input from the faculty.*

This recommendation is addressed in response to **must** statements 5.5.1-1 and 5.5.1-2, where the goals of the athletics department are enumerated.

2. *That the statement of goals and objectives for intercollegiate athletics receive official institutional approval and serve to guide the operation of the intercollegiate athletic program.*

This recommendation is addressed in response to **must** statements 5.5.1-1 and 5.5.1-2, where the goals of the athletics department are enumerated.

3. *That UNCW ensure that the statement for intercollegiate athletics is in harmony with the institutional purpose and includes specific reference to the academic success, physical and emotional well-being, and social development of student athletes.*

This recommendation is addressed in response to **must** statements 5.5.1-1 and 5.5.1-2, where the goals of the athletics department are enumerated.

4. *That UNCW demonstrate that the intercollegiate athletic program be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and in keeping with the educational purposes of the institution.*

This recommendation is addressed in response to must statement 5.5.1-3 below.

5. *That UNCW demonstrate that the administration controls the athletics program and contributes to its direction with appropriate participation by faculty and students and oversight by the Governing Board.*

This recommendation is addressed in response to must statement 5.5.2-1 below

6. *That policies be developed that ensure that funds including those raised by the Seahawk Club and any other external units are approved by the administration and raised and expended in a manner consistent with Section 5.6.3 of the Criteria*

This recommendation is addressed in response to must statement 5.5.3-1 and 5.5.3-2 below.

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### Purpose (5.5.1)

- 5.5.1-1 The intercollegiate athletics program **must** be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration with the athletic director, with appropriate input from faculty, and which has been given official institutional approval.*

In June 2000, the Department of Athletics' mission statement was revised, reviewed by the Athletic coaches, staff, and members of the Athletic Council who represent the faculty, then approved by both the Chancellor and Vice-Chancellor for Academic Affairs/Provost. The revised mission statement is presented here:

The mission of the Department of Athletics, based on and consistent with the purpose of the university, is to encourage student scholarship and sportsmanship with emphasis placed on helping students make appropriate progress toward completion of their chosen academic degree program. Academic integrity is a basic element of athletic programming decisions, thus ensuring that the educational values, practices, and mission of UNCW set

the standards for the program. UNCW's athletic program is characterized by its quest for student excellence in competition and in the academic setting. The university is committed to continually improving the program, which is an integral part of campus life and a university focal point for building student and regional involvement and support. The Department of Athletics provides opportunities for students to utilize their athletic skills through competition at the appropriate intercollegiate level and to have the university represented by men and women whose conduct and sportsmanship reflect positively on the institution. It seeks to field disciplined and competitive athletic teams dedicated to observing applicable rules, to provide quality athletic training and medical support to intercollegiate athletes, and to support the general welfare of student-athletes. Athletics also works to foster a sense of personal responsibility by those who attend athletic events. The program insists upon a high ethical code of honor and respect from each of its athletes and personnel and adheres to the policies, rules, and guidelines of the National Collegiate Athletic Association, the Colonial Athletic Association, and the institution. The Department of Athletics is committed to complying with Title IX regulations and the promotion of affirmative action goals.

Evidence supporting the process of revision can be found in the memo from the Director of Athletics, Peg Bradley-Doppes (Athletics Department, *Self-Study Unit Report*), soliciting input, feedback, and approval from the Vice Chancellors on a newly proposed mission statement. The memorandum dated June 15, 2000, notes that the mission statement has been reviewed by the Athletic coaches, staff, and members of the Athletic Council who represent the faculty. The Chancellor and Vice-Chancellor for Academic Affairs/Provost approved the new mission statement by signing the memorandum on June 15, 2000. Further evidence found in "Outline of UNCW Athletics Staff Orientation" documents the inclusion of departmental personnel involvement in the process of developing the mission statement (Athletics Department, Aug. 2000). The agenda includes a discussion about the Departmental Mission Statement, the Code of Conduct, and the setting of departmental goals and objectives.

The goals and objectives listed below, which were developed by the athletics director in consultation with the athletics faculty, are derived from the mission statement. They guide the operation of the athletics program.

1. Increase opportunities for students with superior athletic ability to develop and utilize their talent through organized competition with students from other universities.
2. Enhance school/community programs that are designed to emphasize the educational values of competitive sports as an integral part of the educational curriculum.
3. Improve athletic programs to increase publicity received by the university and enhance alumni awareness and interest.
4. Enhance student recruiting and retention by increasing student body spirit.



5. Improve level of performance in Colonial Athletic Association and NCAA Division I.
6. Improve athletic fund raising efforts with expanded emphasis on endowment and capital campaigns.

These goals are redefined each academic year. Awareness of these goals are critical for achievement; they are enumerated in the Athletics Department *Policy and Procedures Manual*, which is updated as needed. A copy of this manual resides in the Office of the Chancellor. However, there does not appear to be written evidence that the Chancellor approves the annual Athletic Department goals, or that there is a timetable or written process for goal revision and approval.

**Recommendation 1:** The Athletics Department, in consultation with its staff, the Athletics Council and the Chancellor's Office, must develop a written policy that specifies the annual goal development process, including a timetable and approval guidelines. Published goals should prominently indicate an effective date and approval status.

5.5.1-2 *This statement **must** be in harmony with, and supportive of, the institutional purpose and*

5.5.1-S1 ***should** include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.*

In 1996, the NCAA Certification Peer Review Team reported that "it had been found that the mission and goals of the athletics program support the educational objectives and the academic progress of students athletes, and reflect the actual practices of the institution's athletics program." The mission statement and goals and objectives refer explicitly to the academic success of students. Although the physical and emotional well-being, and the social development of athletes are not directly addressed in these documents, the athletics program has demonstrated concern for these issues by creating the CHAMPS Programs and the Student Athletics Advisory committee. The Constitution and Bylaws of the Student Athletic Association lists the goals of this organization, which include "development of support services and enrichment programs for student athletes."

5.5.1-3 *The intercollegiate athletics program **must** be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the education purpose of the institution.*

The Athletics Self-Study Unit Report provides evidence that the program is routinely evaluated and that the recommendations and outcomes that result from evaluation are used to improve the athletic experience for UNCW athletes. As outlined below, all aspects of the program are subject to regular review:

1. Written Staff Evaluation Forms – Per university guidelines, coaches and senior staff have annual written evaluations. The evaluation is shared with the employee, and signatures are required by both the employee and the supervisor. Merit increases are based on these



evaluations (Sam Connally, "Memorandum to Peg Bradley-Doppes, 17 Feb. 2000)

2. Coach/Sport Annual Goals and Objectives – The progress and success of each sport program is tracked through the Annual Goals and Objectives form completed by the head coaches. These goals and objectives include the program's academic success, athletic success, community service, professional growth and leadership. Merit increases and additional program funding is based on these evaluations (Athletics Department, "Goals and Objectives).
3. Student-Athlete Senior Exit Interview Report – As mandated by the NCAA, student-athlete senior exit interviews are administered to evaluate each athletic program's effectiveness. The Director of Athletics, the Faculty Representative and the Senior Women's Administrator conduct oral interviews and review written responses by the senior student-athletes about their intercollegiate athletic experience (Peg Bradley-Doppes, "Memorandum to I. Boxley, Women's Basketball," 14 Feb. 2000). The findings are then shared with the Athletic Council and the Chancellor. As a direct result of this interview process, inequities in travel accommodations, practice times and publicity (media guides) have been addressed and rectified.
4. Internal Operations Committee – The Internal Operations Committee (IOC) was established in 1999. The purpose of IOC is to increase the efficiency and productivity of the Athletic Department staff and to improve the efficiency of work efforts. The Director of Athletics, senior staff members, and the clerical support staff constitute the membership of the IOC. The committee meets monthly; actions taken by this group are implemented immediately (Peg Bradley-Doppes, "Memorandum to Chancellor James Leutze," 19 Oct. 1999).
5. Performance Reviews – As mandated per university regulations, performance reviews are conducted annually for support staff. These reviews evaluate the job performance of the staff and identify areas that need improvement. The staff member and the supervisor sign off on the Performance Review, then it is forwarded to the UNCW Human Resource Department (UNCW, "Performance Management Program, Form for Evaluation").
6. Colonial Athletic Association Conference Reviews – One of the additional check and balances that assists in the daily management of the UNCW Department of Athletics is the Colonial Athletic Association's (CAA) annual conference review. The CAA sends a representative to conduct a compliance review of the department's operations. Evaluations and recommendations are sent to the Director of Athletics and the Chancellor for corrective action, if necessary (Colonial Athletic Association, "Draft of Compliance Review by CAA," 3 Dec. 1999).
7. Athletic Council – The Athletic Council is comprised of faculty members who are appointed by the Chancellor and serve at his wishes

as an oversight committee for the Department of Athletics. The Athletic Council, including the Faculty Athletic Representative, meets monthly to monitor and evaluate the operations and management of the UNCW Department of Athletics. The Athletic Council, which reports directly to the Chancellor, reviews the academic success of the athletic programs and evaluates the overall success of the department (James R. Leutze, "Memorandum Appointing Athletics Committee for 2000-2001," 14 Sept. 2000).

These evaluations are designed to ensure that the athletics program plays an integral role in the education of athletes and remains in keeping with the education purpose of the institution. They provide the data on which an analytical assessment of the athletic program is based.

*5.5.1-4 Evaluation of the athletics program **must** be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.*

In response to the 2000-2002 SACS Self-Study, the Intercollegiate Athletics Self-Study Committee was formed. The structure of the committee was designed to mirror the organization of the *Criteria for Accreditation*. The mission of this committee was to thoroughly examine the operations of the UNCW Department of Athletics for the purposes of assessing and correcting weaknesses, building on strengths, identifying significant departmental issues, and creating a blueprint for the next ten years of increasing excellence at UNCW. (See Appendix A of this section for the membership of the 5.5 Intercollegiate Athletics Self-Study committee.)

The organization of the departmental self-study committee clearly reflects the department's organizational chart. Senior staff, department heads, and support staff assisted in the research, writing, and documentation of the units' self-study report. The mission of this committee was identical to that of the 5.5 Intercollegiate Athletics Self-Study Committee. Similarly, the departmental self-study committee thoroughly examined the operations of the UNCW Department of Athletics for the purposes of assessing and correcting weaknesses, building on strengths, identifying significant departmental issues, and creating a blueprint for a successful future. The participation of the departmental committee was broad-based with active participation and input solicited from staff members.

The membership of the UNCW Department of Athletics Self-Study Committee include:

Peg Bradley-Doppes, Chair; Director of Athletics  
Pat Howey, Associate Athletic Director  
Greg Dalton, Associate Athletic Director  
Joe Browning, Assistant Athletic Director  
Rob Brickels, Director of Marketing and Promotions  
Chris Delisio, Executive Director Seahawk Club  
Duane Grooms, Director of Athletic Facilities  
Janet Davis, Co-Editor  
Debbie Wainwright, Co-Editor

It is worthy to note that the areas that featured the most collaborative efforts and input were sections regarding institutional effectiveness and the department's strengths and weaknesses.

### Administrative Oversight (5.5.2)

*5.5.2-1 The administration **must** control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board.*

*5.5.2-2 Ultimate responsibility for control **must** rest with the chief executive officer.*

According to *The Code Board of Governors The University of North Carolina*, "Subject to such policies as may be prescribed by the Board of Governors and the Board of Trustees, the Chancellor shall be responsible for the establishment and supervision of the institution's program of intercollegiate athletics" (Supplemental Appendix B; Appendix XIII: 38). The UNCW organizational chart on the following page shows that the director of athletics reports directly to the Chancellor.

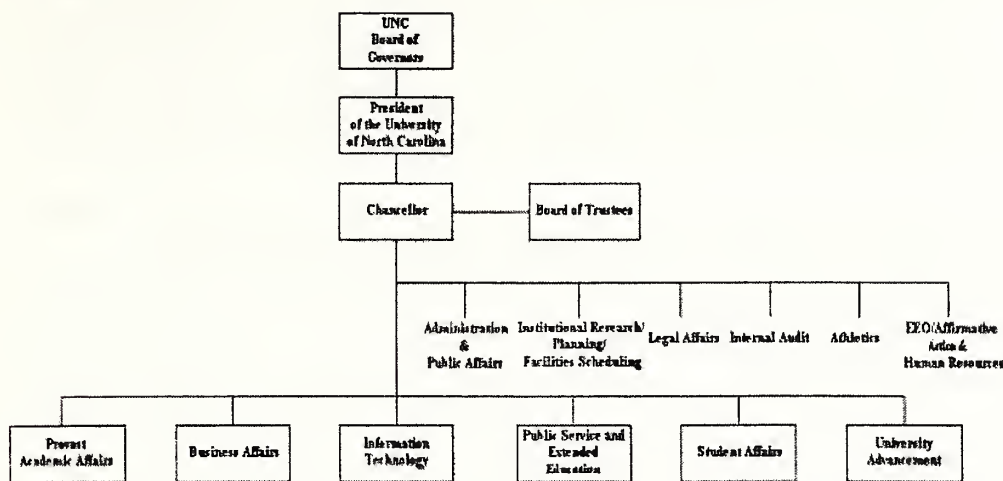
In addition, the External Affairs Committee of the Board of Trustees exercises oversight of the athletics department. The Student-Athlete Advisory Committee serves as a liaison between student athletes and the Athletics Department. The Faculty Athletics Council, which is appointed by and reports directly to the chancellor, works in an advisory capacity on issues involving the administration of intercollegiate athletics at UNCW. More specifically, the Faculty Athletics Council

- Advises the chancellor on issues involving the administration of intercollegiate athletics at UNCW.
- Represents the views of faculty regarding intercollegiate athletics and promotes an understanding of intercollegiate athletics among faculty and other members of the community.
- Maintains strict adherence to academic standards at UNCW, the Colonial Athletic Association, and the National Collegiate Athletic Association.
- Reviews annually policies and conduct of intercollegiate athletics at UNCW to ensure compliance with current and pending NCAA regulations involving Title IX and issues of gender-equity.
- Addresses athletic issues or problems that might arise.
- Represents the faculty on hiring committees for coaches and athletic administrators.
- Reviews with the Athletic Director and Faculty Athletics Representative relevant legislative proposals prior to the annual NCAA Convention.
- Represents the faculty interests in matters of athletic scheduling, current faculty use, and future facility plans.



**Figure 14: UNCW Organizational Chart**  
**(UNCW Faculty Handbook)**

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON



5.5.2-3 *It is essential that responsibilities for control of the athletic program and for its oversight be explicitly defined and clearly understood by those involved.*

The material presented and the information given in the Athletic Department Self-Study, in conjunction with the 1996 the NCAA Certification Peer Review, delineated the responsibilities for control and oversight of the athletic program. Further, commentary of various members of the campus community (about 50 people) coincided quite accurately with the material presented in the self-study (*NCAA Certification Report*, Appendix 5; Athletics Department, *Self-Study Unit Report*: 1). Supplemental Appendix C of the Athletics Department Policy and Procedure Manual, which is distributed to all coaches and athletics staff, describes the responsibilities of Athletics Department personnel.

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### Financial Control (5.5.3)

5.5.3-1 *All fiscal matters pertaining to the athletics program must be controlled by the administration, with ultimate responsibility resting with the chief executive officer.*

That all fiscal matters pertaining to the athletics program are controlled by the administration is affirmed by the 1996 NCAA Certification Peer Review Team Report which states that “the institution is in substantial conformity with this operating principle...[and] it has been determined that the financial controls are subject to generally accepted practices of documentation review and oversight” (Athletics Department Self-Study Unit Report, Part IV, A. 1a-b: 8-9).

From an organizational viewpoint, ultimate responsibility for fiscal control rests with the Chancellor, Dr. James Leutze, Chief Executive Officer. The UNCW Audit Charter, which outlines the policies of the internal audit, states,

The Chancellor is responsible for providing direction to the internal audit function. The Athletics Department is subject to the University's annual internal audit conducted by Ms. Nikki Howard, Director of Internal Audit, and the annual comprehensive North Carolina State. The internal audit function provides copies to the Chancellor of all audit reports presented to management, including their responses and/or proposed course of action.

*5.5.3-2 If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities **must** be approved by the administration, and all such units shall be required to submit independent audits.*

The external unit that expends and raises funds for athletic purposes is the Seahawk Club (Student Aid Association). Overall control of the Seahawk Club ultimately rests with the Chief Executive officer (Chancellor James Leutze), and consequently all financial activities of this organization are approved by the administration (UNCW Student Aid Association Inc., "Bylaws," Section II, Part 2). An independent audit of the Seahawk Club was submitted June 30, 1999, by Mr. Ralph Campbell from the office of the State Auditor.

*5.5.3-3 The administration of scholarships, grants-in-aid, loans and student employment **must** be included in the institution's regular planning, budgeting, accounting and auditing procedures.*

There is extensive evidence that the administration of scholarships and grants-in-aid is included in the institution's regular budgetary procedures as outlined in the Athletics Self-Study Report ("Four Primary Functions of the University Budget Office"; "Business Services Support Committee Minutes"). The Vice-Chancellor for Business Affairs conducts a financial review of the Athletics Department several times each year. These are comprehensive assessments that include all budgetary and other financial transactions, including scholarships and records of student employees. There is evidence of such oversight in the form of notices requesting corrections in minor fund over-commitments (Budget Office, "Overcommitment Notices," 31 May 2000; 26 Feb. 1999; 31 Dec. 1998). The Athletics Department is also subject to the university's annual internal audit conducted by the Director of Internal Audit, and the annual comprehensive North Carolina State Audit.

The Director of Athletics sets forth the department's funding requirements and supervises the overall management and control of the approved fiscal year's operating budget as it relates to scholarships and grants-in-aids. The administration of this activity is included in the department's regular planning and budgeting process through senior staff meetings and retreats, as well as consultation with head coaches during the finalization of the budget process.

Accounting and auditing is done in compliance with state and university mandates, as well as NCAA guidelines.

The administration of loans and student employment is not under the guise of the Department of Athletics. The Financial Aid and Veterans Services Office is responsible for awarding and monitoring student loans and employment within the regulations of their operation.

*5.5.3-4 All income, from whatever resource, and expenditures for the athletics program must have appropriate oversight by an office of the institution that is independent of the athletics program.*

Oversight of all financial and budgetary matters is under the jurisdiction of the University Budget Office (“Four Primary Functions of the University Budget Office”). The *North Carolina Audit Charter* states, “The audit department is empowered to audit the books and/or records of any university department and are allowed access to any books, papers, accounts and other documents pertinent to the audit.” In addition, the Vice-Chancellor for Business Affairs conducts a financial review of the Athletics Department several times each year. These comprehensive assessments include all budgetary and other financial transactions including scholarships and records of student employees.

*5.5.3-5 All such income and expenditures must be appropriately audited.*

The Office of Internal Audit is authorized by the Chancellor to assist the university in the proper discharge of their responsibilities as follows:

1. The objective is to provide the UNCW Department of Athletics with independent evaluation of information regarding significant aspects of athletic operations.
2. To obtain this objective, the Office of Internal Audit is specifically empowered to audit the books and/or records of the Department of Athletics and to be allowed access to any books, papers, accounts, and other documents pertinent to the audit.
3. The Chancellor is responsible for providing direction to the internal audit function. The internal audit function provides audit report copies to the Chancellor of audit reports presented to management, including their responses and/or proposed course of action.

The State of North Carolina requires an annual audit of the University of North Carolina at Wilmington by the authority of Article 5A of G.S. section 147. This audit includes a review of the UNCW Department of Athletics financial activity. Annual reports are published and made available to the public upon request (UNCW, “Audit Charter”).



### Academic Program (5.5.4)

5.5.4-1 *Institutions **must** have clearly stated written policies pertaining to the recruitment, admission, financial aid and continuing eligibility of athletes and with faculty participation*

5.5.4-2 ***must** annually monitor compliance with those policies.*

The Department of Athletics follows NCAA regulations when involved in recruiting activities. Coaches must complete “Request to Travel—Recruiting” forms before contacting and evaluating prospective student-athletes. If a prospective student-athlete is visiting campus with expenses paid, the coaches must submit and have approval of an “Official Visit” form. Coaches are required to keep contact and evaluation forms, and telephone logs and to document the recruitment process of prospective student-athletes. All student-athletes' admission documents are sent to the Admissions Office and must follow the same procedure as other prospective students. If the prospective student-athlete sends admission documents to the Department of Athletics, the Director of Compliance then forwards them to Admissions personnel. Likewise, the monitoring of all financial aid is the responsibility of the Financial Aid and Veterans Services Office. All athletic scholarships and other financial aid are approved through the Financial Aid and Veterans Services Office before being sent to the student-athletes. The Financial Aid and Veterans Services Office, along with the Director of Compliance, completes the NCAA squad list, a process that verifies individual and team financial aid limitations.

To certify the continuing eligibility of our student athletes, the Director of Compliance submits team rosters to the Associate Registrar. The Associate Registrar generates a report to provide data for certification of eligibility checks. The Director of Compliance and Associate Registrar review the information generated to ascertain whether a student-athlete is eligible to represent UNCW in athletic competition. The report is signed by the Associate Registrar, the Director of Compliance, the Director of Athletics, and the Faculty Athletics Representative to certify the continuing eligibility of student-athletes (Associate Registrar, “Report Providing Data for Certification of Eligibility Checks”). As an additional safeguard, the Faculty Athletics Council reviews the academic progress of all student-athletes.

5.5.4-3 *The implementation of academic, admission, and financial aid policies **must** be the responsibility of administrators and faculty not connected with the athletics program.*

Academic Admissions and the Financial Aid and Veterans Services Office establish and implement policies for all students that student-athletes must meet. The Athletics Department is not involved in making these policies. The Director of Compliance, a liaison between Office of Admissions, the Registrar's Office, the Financial Aid and Veterans Services Office and the Department of Athletics,



notifies coaches that they are not allowed to call or visit these offices for any reason related to the athletics program.

- 5.5.4-4 *If there are special admissions for athletes, they **must** be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.*

The Special Admission Policy for all UNCW students is stated in the *UNCW Undergraduate Catalogue 2000-2001* (Enrollment Affairs, <<http://www.uncwil.edu/catalogue/Index2.htm>>). There are no special admissions criteria for student athletes. All students who do not meet university admission requirements must participate in a *Bridge Program* that includes a summer enrichment experience sponsored by the Student Academic Support Program, which in turn reports to the UNCW Enrollment Officer. In addition, for initial eligibility requirements, student-athletes must meet guidelines set by the NCAA and published in the NCAA manual. *The Certification of Eligibility Report* shows the academic standing of each student-athlete. The Registrar's Office, the Director of Compliance, the Director of Athletics and the Faculty Athletics Representative review each report to certify the eligibility of student-athletes.

- 5.5.4-5 *Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements **must** be the same for athletes as for other students.*

Academic policies governing maintenance of good academic standing and fulfillment of curricular requirements are the same for athletes as for other students. In preparing *The Certification of Eligibility Report*, student-athletes must meet the university's policy on good academic standing and the NCAA minimum grade-point average requirement before being certified as eligible (National Collegiate Athletics Association," 4 Feb. 2000). Athletics Certification Review of Recommendations and Suggestions," Additionally, the fulfillment of curricular requirements are more stringent for student-athletes as they must have achieved a required percentage of their degree based on their year of study to be eligible. Student-athletes' progress towards their degree is monitored closely, with no exceptions made for curricular requirements or good academic standing.

## -7-

**Recommendations**

**Recommendation 1:** The Athletics Department, in consultation with its staff, the Athletics Council and the Chancellor's Office, must develop a written policy that specifies the annual goal development process, including a timetable and approval guidelines. Published goals should prominently indicate an effective date and approval status. (5.5.1-1)

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**Appendices****5.5 Committee Members**

James Sabella, Chair	Sociology, Anthropology and Criminal Justice
John Bennett	Health, Physical Education and Recreation
Bob Buerger	Health, Physical Education and Recreation
Paul Cairney	Head Coach, Women's Soccer
Joanne Halls	Earth Science
Marty Jarmond	Student Athlete
James Johnson	Psychology
John Nasuti	Social Work
Leah Payne	Assistant Dean of Students
Sandi Williford	Student Academic Support Programs

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## SECTION VI: ADMINISTRATIVE PROCESSES

### 6.1 Organization and Administration

#### -1-

#### Summary

As one of the 16 constituent institutions of the University of North Carolina, UNCW is under the broad governance of the Board of Governors of the university as well as its own Board of Trustees. Each of these governing bodies is granted authority by the *General Statutes of the State of North Carolina* and the *Code* of the University. The specific powers of each are clearly enumerated in various documents and state laws. The powers and duties of the UNCW administration and faculty are further elaborated in *The Code* and the *UNCW Faculty Handbook*.

The organization of UNCW is described in the *Faculty Handbook* and the organizational chart of the university. Recommendations in this report pertain to the sometimes confusing and incomplete descriptions of administrative positions; suggestions were made as to informing the university community of changes in these times of rapid university growth.

#### -2-

#### Introduction

The subcommittee had four scheduled meetings to plan its work and review progress, and communicated by e-mail between times. The committee chair was responsible for coordinating and editing all the contributions of the committee members.

#### -3-

#### Organization and Administration (6.1)

- 6.1 *The administration of an institution of higher education **has the responsibility** for bringing together its various resources and allocating them effectively to accomplish institutional goals.*

The University of North Carolina at Wilmington carries out its responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals through a system of governance primarily administered by the Chief Administrative Officer (the Chancellor), and the governing board (the UNCW Board of Trustees), under the auspices of the University of North Carolina system governing board (the UNC Board of Governors and the UNC President). The administration and allocation of resources is carried out through a clear chain of command as illustrated by the organizational chart (<[http://www.uncwil.edu/oir/org\\_charts/uncw\\_chart.gif](http://www.uncwil.edu/oir/org_charts/uncw_chart.gif)>) and through further administration by Academic Affairs, Business Affairs, Human Resources, the Division of Business Affairs, Information Technology, Public Service and Extended Education, Student Affairs and University Advancement.



## -4-

**Descriptive Titles and Terms (6.1.1)**

*6.1.1-1 The name of an institution, the titles of chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded **must** be accurate, descriptive and appropriate.*

The name of the institution is descriptive of its relationship to the University of North Carolina, its location, and its function. The titles of the chief administrators are similar to those employed throughout the American academic community and the same as those used throughout the UNC system. The names of degree and program offerings conform to the Classification of Instructional Programs used by the UNC system and elsewhere in the American academy (*Academic Affairs Organizational Chart; UNC General Administration Administrative Memorandum 40; UNCW Undergraduate Catalogue 2000-01: 1, 9-11, 101-299*).

Names of administrative units are updated to reflect the actual operations of the unit. For example, there is a suggestion in Section 4.6 of this report to change the title of the Division for Public Service and Extended Education to the Division for Public Service and Continuing Education. Similarly, the title of the Office of Research Administration was changed to the Office of Sponsored Programs in July 2001 on the advice of the committee for Section 6.5 of this report.

## -5-

**Governing Board (6.1.2)**

*6.1.2-1 Although titles and functions vary, the governing board is the legal body responsible for the institution and for policy making.*

A Board of Trustees governs UNCW with authority derived from the UNC Board of Governors. The Board of Trustees is composed of 13 members, eight of whom are elected by the Board of Governors, four of whom are appointed by the governor, and one, the president of the Student Government Association, who serves as an ex-officio voting member. The president of the Faculty Senate, who is not a member of the Board of Trustees, is invited to meetings of the full board. All trustees, except the ex-officio member, are appointed for four-year terms and no one may serve more than two four-year terms in succession. No person may serve simultaneously as a member of the Board of Trustees and as a member of the Board of Governors. Members may generally not serve on other state-appointed policy-making boards.

The Board of Trustees holds at least four regular meetings a year and may hold such additional meetings as may be deemed desirable.

The Board of Trustees promotes the sound development of the institution within the functions prescribed for it, serves as adviser to the Board of Governors

on matters pertaining to the institution, and serves as adviser to the Chancellor concerning the management and development of the institution. The Board of Trustees assumes any other powers and duties as defined and delegated to it by the Board of Governors, particularly through the "Delegations of Duty and Authority to Boards of Trustees" that are appended to *The Code of the University of North Carolina*.

The Board of Governors of the University of North Carolina has broad governing powers over all members of the UNC system, including UNCW. The UNC Board of Governors has 32 members elected by the N.C. General Assembly for four-year terms. Provisions for representation on the board by the different races, sexes, and political parties have been established by law (*General Statutes* 116-6b). The board meets monthly, normally on the second Friday of each month.

As the governing authority of the university, the Board of Governors is authorized to plan and develop a coordinated system of higher education in North Carolina and is charged with the responsibility for the general determination, control, supervision, management and governance of all affairs of the constituent institutions. The Board of Governors is empowered to elect the President and all other officers of the university, and to elect, on nomination of the President, the chancellor of each of the constituent institutions. The board may delegate any part of its authority over the affairs of any institution to the board of trustees or, through the president, to the chancellor of the institution (*The Code*: 6, 13; *Faculty Handbook*, 11-14; *Office of the Provost, Self-Study Report*: 65).

- 6.1.2-1a *A military institution authorized and operated by the federal government to award degrees and prohibited by authorizing legislation from having a board with ultimate legal authority **must** have a public board which, in policy and practice, carries out the normal functions of a board as described in these criteria.*

Does not apply.

- 6.1.2-2 *Except under clearly defined circumstances, board action **must** result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so.*

Chapters II and III of *The Code* address the structure and procedures of board committees. All recommendations to the board are made through the appropriate standing or special committee. In the Procedural Policies of the UNCW Board of Trustees, the Executive Committee is given "full power to act for the Board of Trustees, except that it shall not have the power to alter or revoke any order, resolution or vote of a regular or special meeting of the Board of Trustees, nor shall it have the power to recommend the two choices for Chancellor as specified in the policies of the Board of Governors." Furthermore, the Business Affairs Committee of the UNCW Board of Trustees "shall have the responsibility to act for the Board of Trustees in those matters outlined in Sections

VI and XIV of the Delegations of Duty and Authority to Boards of Trustees granted by the Board of Governors; except that portion of Section VI dealing with the acquisition or disposition of real property.” Lastly, “in those cases where students may be legally authorized to appeal administrative decisions to the Board of Trustees, the Student Affairs Committee shall act for the Board of Trustees in the appeal proceedings.” The Student Affairs Committee of the UNCW Board of Trustees is now a part of the Educational Planning and Programs Committee.

The minutes and actions of the Board of Trustees of the University of North Carolina at Wilmington demonstrate that it is not controlled by minority or external influences.

*6.1.2-3 The duties and responsibilities of the governing board **must** be clearly defined in an official document.*

The duties and responsibilities of the UNC Board of Governors and the UNCW Board of Trustees are clearly defined in *The Code* of the Board of Governors of The University of North Carolina.

The *Procedural Policies of the Board of Trustees*, amended January 19, 2001, serve as by-laws of that body. The Board of Trustees has the authority to establish policies for UNCW, subject to the policies of the Board of Governors and in accordance with delegations of duty and authority granted in *The Code*. Seventy-one percent of the UNCW faculty surveyed in the 2000 Self-Study agreed that “duties and responsibilities of the Board of Trustees are clearly defined.”

*6.1.2-4 This document **must** also specify the following: the number of members, length of service, rotation policies, organization and committee structure, and frequency of meetings.*

*The Code* specifies the number of members, their length of service, and rotation policies for both the UNC Board of Governors and the UNCW Board of Trustees. *The Code* also specifies the organization and committee structure and the frequency of meetings for the UNC Board of Governors. The *Procedural Policies* specify the organization and committee structure and frequency of meetings for the UNCW Board of Trustees.

The UNCW *Faculty Handbook* states:

The Board of Trustees is composed of 13 members, eight of whom are elected by the Board of Governors, four of whom are appointed by the governor, and one, the president of the Student Government Association, who serves as an ex officio voting member. The president of the Faculty Senate, who is not a member of the Board of Trustees, is invited to meetings of the full board. All trustees, except the ex-officio member, are appointed for four-year terms and no one may serve more than two four-year terms in succession. No person may serve simultaneously as a member of the Board of Trustees and as a member of the Board of



Governors and members may generally not serve on other state-appointed policy-making Boards.

The Board of Trustees holds at least four regular meetings a year and may hold such additional meetings as may be deemed desirable. Currently, the standing committees of the Board of Trustees are the Executive, Business Affairs, External Affairs, and the Educational Planning and Programs Committees. (Section I.B.1, "The Board of Trustees")

*6.1.2-5 There **must** be appropriate continuity in the board membership, usually provided by staggered terms of adequate length.*

Written policies are found in Chapter 116 of the *NC General Statutes*, as well as those for a given campus's Board or Trustees, which are found in *The Code* (Section IIB.1.a). These documents prescribe staggered four-year terms for both boards.

*6.1.2-S1 In addition, the document **should** include provisions governing the removal of a board member from office.*

*6.1.2-6 A board member **may be dismissed only** for cause and by procedures involving due process.*

Section II.200.B.2(c) of *The Code*, pertaining to removal of members of the Board of Governors, states,

Any member of the Board of Governors who is elected or appointed to the General Assembly or who becomes an officer or employee of the State or of any constituent institution or whose spouse is elected or appointed to the General Assembly or becomes such officer or employee shall be deemed thereupon to resign from his membership on the Board of Governors.

Section II. 200.B.1(b) of *The Code*, declares,

Whenever a member shall fail, for any reason other than ill health or service in the interest of the State or nation, to be present for four successive regular meetings of the Board, his place as a member shall be deemed vacant.

Regarding removal of members of the Board of Trustees, *The Code* states:

Whenever a member shall fail, for any reason other than ill health or service in the interest of the State or nation, to be present for three successive regular meetings of a board of trustees, his place as a member shall be deemed vacant. (Section 400.A.3)

Further, Section 400B of *The Code* adds,

No person may serve simultaneously as a member of a board of trustees and as a member of the Board of Governors. Any trustee who is elected or appointed to the Board of Governors shall be deemed to resign as a trustee effective as of the date that his term commences as a member of the Board of Governors.



And Section IV.400. A.5 of *The Code* states,

Any member of the Board of Trustees who is elected or appointed to the General Assembly or who becomes an officer or employee of the State or of any constituent institution or whose spouse is elected or appointed to the General Assembly or becomes such officer or employee shall be deemed thereupon to resign from his membership on the Board of Trustees.

6.1.2-7 *The responsibilities of the governing board must include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.*

These responsibilities are prescribed for the UNC Board of Governors in *The Code*. Appendix I outlines the broad powers and responsibilities of the boards of trustees, as follows:

#### DELEGATIONS OF DUTY AND AUTHORITY TO BOARDS OF TRUSTEES

Pursuant to authority vested in it by the General Statutes, and consistent with the provisions of *The Code of the University of North Carolina*, the Board of Governors hereby delegates to the boards of trustees of the constituent institutions of the University of North Carolina the following duties and powers:

- I. ACADEMIC AND ADMINISTRATIVE PERSONNEL
  - A. Appointment and Compensation
  - B. Discharge or Suspension
  - C. Personnel Policies
  - D. Chancellor Selection
- II. ACADEMIC PROGRAM
 

The board of trustees shall be responsible for insuring the institution's compliance with the educational, research, and public service roles assigned to it by the Board of Governors, either by express directive or by promulgated long-range plans of the Board of Governors.
- III. ACADEMIC DEGREES AND GRADING
- IV. HONORARY DEGREES, AWARDS AND DISTINCTIONS
- V. BUDGET ADMINISTRATION
- VI. PROPERTY AND BUILDINGS
- VII. ENDOWMENTS AND TRUST FUNDS
- VIII. ADMISSIONS
- IX. TUITION, FEES AND DEPOSITS
  - A. General Authority of Boards of Trustees to collect tuition
  - B. Tuition and Fee Deposits
  - C. Application Fee
  - D. Acceptance of Obligations in Lieu of Cash
  - E. Fee Recommendations
- X. STUDENT FINANCIAL AID
- XI. STUDENT SERVICES

XII. STUDENT CONDUCT, ACTIVITIES AND GOVERNMENT  
 XIII. INTERCOLLEGIATE ATHLETICS  
 XIV. TRAFFIC AND PARKING REGULATIONS  
 XV. CAMPUS SECURITY  
 XVI. AUXILIARY ENTERPRISES, UTILITIES AND  
 MISCELLANEOUS FACILITIES

The process for the selection of chancellors for constituent institutions also involves the boards of trustees, as outlined in *The Code*, Section 500 B (1).

*6.1.2-8 In addition, the governing board **must** have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution.*

The Board of Governors and the Board of Trustees of the university are well-informed of the financial condition of the institution. The Board of Governors receives an annual report from the finance division of the Office of the President. The Board of Trustees receives periodic reports from the UNCW administration. The Vice Chancellor for Business Affairs (VCBA) has the responsibility of managing the university's financial resources and reporting to the senior officers and the board. Reports are given weekly to the chancellor, and monthly financial reports are provided to all account managers, senior officers, and the chancellor. Additionally, the VCBA reports quarterly to the Board of Trustees on financial matters and prepares an annual financial report. A financial audit, prepared by the Office of the State Auditor, is required under North Carolina law. The Board of Trustees receives annually a copy of this audit which establishes the financial stability of the institution. The audit report by the Office of the State Auditor is filed with the Office of the Governor, the State Controller's Office, the State Budget Office, the Office of the President of the UNC system, and appropriate federal agencies. The State Auditor distributes a copy to the Chairman of the UNCW Board of Trustees. (See section 6.3.2-2.)

Section 502C of *The Code*, which addresses the relation of the Chancellor to the governing board, requires the Chancellor to provide the Board of Trustees with a detailed report on institutional operations, as well as other reports that may be requested by the Board of Trustees.

*6.1.2-9 The board **must** not be subject to undue pressure from political, religious or other external bodies.*

*6.1.2-S2 Furthermore, it **should** protect the administration from similar pressures.*

Neither the Board of Governors nor the Board of Trustees has adopted policies directly addressing the protection of the governing board and the administration from undue pressure from political, religious, or other external bodies. However, General Statute 116-7(a) contains the following provisions:

All members of the Board of Governors shall be selected for their interest in, and their ability to contribute to the fulfillment of, the

purposes of the Board of Governors, and all members shall be deemed members-at-large, charged with the responsibility of serving the best interests of the whole State. In electing members, the objective shall be to obtain the services of the best qualified citizens of the State, taking into consideration the need for representation on the Board by the different races, sexes, and political parties.

These criteria are followed by the Governor and the Board of Governors in their appointment of members of the Board of Trustees.

Several policies are in place, however, which contribute to the open and free functioning of the boards. The Board of Governors conducts open meetings, pursuant to the Open Meetings Law (*North Carolina General Statutes*, Chapter 143, Article 33), and board actions are posted on their Web site (<<http://www.northcarolina.edu/bog/>>). A review of its actions reveals that the Board of Governors is not controlled by a minority of board members or by organizations or interests separate from the board. Likewise, the minutes and actions of the Board of Trustees of the University of North Carolina at Wilmington demonstrate that it is not controlled by minority or external influences.

*The Code* provides, in part, that “no member of the General Assembly or officer or employee of the State or of any constituent institution or spouse of any such member, officer or employee may be a member of the Board of Governors” [Section 200B 2(c)].

Conflicts of interest on the part of members of the Board of Governors are addressed in the *North Carolina General Statutes* (14-234, “Misuse of Confidential Information”), and in the UNC System’s *Administrative Manual* (II-A-1, “Dual Memberships and Conflicts of Interest”).

The restrictions on employment interests of members of the Board of Trustees are similar to those that apply to the Board of Governors. *The Code* states, “No member of the General Assembly or officer or employee of the State or of any constituent institution or spouse of any such member, officer or employee may be eligible for election or appointment as a trustee” [Section 400A (5)]. Section 400B further stipulates, “No person may serve simultaneously as a member of a Board of Trustees and as a member of the Board of Governors.”

Chapter 116 of the *North Carolina General Statutes* and Section 203 of *The Code* ensure the independent and legal status of the Board of Governors. General Statute 116-3 provides that the board

...shall be able and capable in law to take, demand, receive, and possess all moneys, goods, and chattels that shall be given for the use of the University, and to apply to same according to the will of the donors; and by gift, purchase, or devise to receive, possess, enjoy, and retain forever any and all real and personal estate and funds, of whatsoever kind, nature, or quality the same may be, in special trust and confidence that the same, or the profits thereof, shall be applied to and for the use and purpose of establishing and endowing the University, and shall have power to receive



donations from any source whatever, to be exclusively devoted to the purposes of the maintenance of the University, or according to the terms of donation. The corporation shall be able and capable in law to bargain, sell, grant, alien, or dispose of and convey and assure to the purchasers any and all such real and personal estate and funds as it may lawfully acquire when the condition of the grant to it or the will of the devisor does not forbid it; and shall be able and capable in law to sue and be sued in all courts whatsoever; and shall have power to open and receive subscriptions, and in general may do all such things as are usually done by bodies corporate and politic, or such as may be necessary for the promotion of learning and virtue.

The minutes of the Board of Trustees demonstrate that the board follows impartial application of the procedural processes outlined in the *General Statutes* and *The Code*. For example, state law requires that purchases and projects be done on state contracts with appropriate bidding procedures; open meetings law must be practiced; notices of meeting, agendas, public minutes are subject to regular procedures; equal opportunity laws, hiring, removal, etc., are covered by state law.

*6.1.2-10 There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.*

Section 502(c) of *The Code* of the University of North Carolina makes a clear distinction between policy-making of the Board of Trustees and the responsibility of the Chancellor and faculty to administer and implement policy. It contains the following statements:

- It shall be the duty of the Chancellor to attend all meetings of the Board of Trustees and to be responsible for keeping the Board of Trustees fully informed on the operation of the institution and its needs [G.X. 116-34(b)]. The Board of Trustees may convene in executive session, consistent with State law and policy.
- As of June 30 of each year the Chancellor shall prepare for the Board of Trustees a detailed report on the operation of the institution for the preceding year. [See G.S. 116-34(a).] The Chancellor shall also submit such additional reports to the Board of Trustees as he may deem wise or as the Board may require. He shall seek the counsel of the Board of Trustees concerning the affairs of the institution.
- The Chancellor shall be responsible to the Board of Trustees for enforcing all policies, rules, and regulations of the Board of Trustees.
- The Chancellor shall be the official medium of communication between the Board of Trustees and all individuals, agencies, and organizations, both within and without the institution.

In practice, *The Procedural Policies of the Board of Trustees* act consistently within this framework. There is a clear division of responsibilities.



- Board responsibilities: The monitoring, oversight, and policy-making functions of the UNCW Board of Trustees are delegated from the UNC Board of Governors and are reported in Appendix 1 of *The Code of the Board of Governors* (Jan. 1999: 39), as reproduced in section 6.1.2-7 of this report.
- Faculty responsibilities: The administration and faculty have the responsibility to perform their academic duties and carry out policies approved by the Board of Trustees. The faculty have the responsibility to carry out academic duties in such a manner that is consistent with the *Principles of Academic Freedom*, as stated in the *Faculty Handbook* (Appendix A), as follows:

## Section II. Academic Freedom and Responsibility of Faculty

- A. It is the policy of The University of North Carolina at Wilmington to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staff of this institution. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as men and women of learning. They should not represent themselves, without authorization, as spokespersons for The University of North Carolina at Wilmington.
- B. The University of North Carolina at Wilmington will neither penalize nor discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

It is also the responsibility of the faculty to administer and implement policy is outlined in the *Faculty Handbook*, Appendix E, "Faculty Governance," Sections 3, 4, 5, and 6:

*Section 3:* The Faculty has the responsibility to preserve, generate, transmit, and apply knowledge and understanding and to foster and support the vital spirit of open inquiry and critical thinking.

*Section 4:* The Faculty is accountable for the quality of instruction and scholarship at this university and accepts the responsibility and authority, both primary and shared, for developing, monitoring, and modifying policies affecting the academic environment, including but not limited to:

- a. setting minimal general degree requirements for the University, to which the faculties of individual colleges, schools, and departments may add requirements for their graduates (the requirements in the specific areas of concentration shall be determined by the department faculties in consultation with the appropriate dean);
- b. setting minimal university admission standards (the faculties of individual colleges, schools, or departments may add standards or set higher standards than those set by the Faculty generally);

- c. establishing curricula; reviewing existing programs, including auxiliary academic programs (e.g., continuing education); deleting programs; developing and reviewing proposed new programs;
- d. establishing grading systems and grade-appeal procedures; setting academic policies concerning withdrawal, suspension, retention, repeating courses, academic classification, continuation in residence, and class attendance of students; setting examination policies;
- e. establishing policies and standards for the granting of academic credit, including credits transferred from other institutions;
- f. establishing policies for the granting of degrees, academic and honorary, and acting to award such degrees;
- g. establishing policies concerning promotion, appointment, reappointment, and tenure of faculty;
- h. establishing policies governing academic counseling of students;
- i. establishing policies regarding faculty research and the allocation of those UNCW research funds which are available to the general faculty; and
- j. establishing policies and procedures for the faculty evaluation of faculty and administrators.

*Section 5:* The Faculty has the responsibility and authority to provide to the administration recommendations concerning the development and implementation of other policies affecting academic life. This requires timely consultation on policies including, but not limited to:

- a. the academic calendar,
- b. salary adjustments,
- c. academic leave,
- d. academic workloads,
- e. allocation of academic positions,
- f. appointment and retention of administrators,
- g. library user services and collection development,
- h. grants and contracts,
- i. academic computer use,
- j. course scheduling,
- k. allocation and use of existing facilities,
- l. transportation and parking,
- m. design and utilization of new facilities,
- n. student conduct and discipline,
- o. faculty welfare including benefits.

*Section 6:* The Faculty shall delegate to the Faculty Senate all of the duties and responsibilities listed in Sections 4 and 5.

Additional support for this distinction is found in the faculty governance document, which is published in the *UNCW Faculty Handbook*.

A high percentage of the faculty (78 percent) agree that “the trustees, the faculty, and the administration each have a distinct role in the implementation of institutional policy” (2000 *Self-Study Faculty Survey*).

6.1.2-S3 *General institutional policies **should** originate within the board or*

6.1.2-S4 ***should** be approved by the board upon recommendation of the administration.*

6.1.2-S5 *Once these have become official policies, the administration **should** implement them within a broad framework established by the board.*

The Board of Trustees does exercise its role to originate general institutional policies as well as to approve policies recommended by the administration. The authority for these actions originate with *The Code* and the *Procedural Policies of the Board of Trustees*, amended 1/19/01, which serve as by-laws of that body. *The Administrative Procedural Manual* sets up how quarterly committee reports are to be made, and motions enacted. Minutes of the Board of Governors and Board of Trustees demonstrate how policies are implemented.

Specific examples of policies originating in the Board of Trustees taken from Minutes of the Board are:

- January 14, 1998:
  - a) setting of fee levels and room/board rates, which is done annually;
  - b) a resolution regarding Trustee direction on enrollment growth.
- April 16, 1999:
  - a) modification to the parking and traffic regulations, to adopt the one-mile radius policy; and
  - b) adoption of the endowment spending/budget, which is done annually and is based on the Trustee policy of a 4.5 percent spending rate.
- October 28, 1999:
  - a) selection of contractors for open-ended design service agreements, which is based on trustee policy and is done annually;
  - b) addition of members to the Endowment Board, based on an amendment to the UNC Board of Governors policy;
  - c) approval of revisions to the *UNCW Faculty Handbook*, based on recommendations of the Faculty Senate and then to be forwarded to the Board of Governors for approval.

As both "b" and "c" of October suggest, many of the trustee policy actions are intertwined with policy actions by the UNC Board of Governors. Policies made by the Board are then communicated to the faculty and the university community in the appropriate fashion. The 2000 *Self-Study Faculty Survey* found that 57.9 percent of faculty agreed with the statement, “Policies made by the Board of Trustees are effectively communicated to the University community.” (Refer to section 6.1.2-10 for a fuller explanation of the implementation procedures.)

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### Advisory Committees (6.1.3)

*6.1.3-S1 Whenever lay advisory committees are used by institutions, these committees should be active and their role and function clearly defined.*

Advisory boards serve many important purposes for the university, first and foremost to further the university's mission. Boards contribute to the mission of the university by developing ambassadors for the university; developing external partnerships that benefit the university's mission; enhancing giving to the university; and involving volunteers in university life. The roles and functions of lay advisory committees are clearly defined.

The following existing lay advisory boards have been identified by University Advancement in its self-study unit report (22):

- Accounting Advisory Board
- Alumni Association Board
- Board of Trustees External Affairs Committee
- Board of Visitors
- Cameron School of Business Executive Advisory Board
- Foundation Board
- Friends of UNCW Board
- International Cabinet
- Parents' Council
- School of Nursing Advisory Board
- Student Aid Association (Seahawk Club) Board
- Watson School of Education Advisory Board

The by-laws of these organizations, that are included in the supporting documents for this report, define the role and function of each of these lay advisory committees.

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### Official Policies (6.1.4)

*6.1.4-1 The institution **must** publish official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, the patterns of institutional organization, the role of the faculty in institutional governance, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty and other personnel.*

The *Faculty Handbook* lists all UNCW administrative officers, along with their duties and responsibilities, and contains organization charts for the university, the offices of the Provost and Vice Chancellor for Academic Affairs, and the Vice Chancellors for Student Affairs, Public Service and Extended Education, Business Affairs, the College of Arts and Sciences, the Watson School of Education, the Cameron School of Business, the School of Nursing, and the Graduate School. Organization charts are being prepared for the newly organized



Information Technology Services Division. (*Faculty Handbook*, Section II B.8, "Administrative Structure").

The *Faculty Handbook* also explains the role of the faculty in institutional governance, provides policies governing tenure and employment security, and policies concerning due process. The *Faculty Handbook* contains other institutional policies and procedures that affect the faculty and other personnel. (Appendix E, "Faculty Governance Document"; Appendix V, "Appointment, Promotion, Tenure, Retirement, and Faculty Rights"; Appendix B, "Chapter VI of *The Code: Academic Freedom and Tenure*").

The majority of faculty (61 percent) agree with the statement, "Administrative processes are well defined," and an overwhelming 92 percent agree that "the official policies of the University are published and accessible" (2000 *Self-Study Faculty Survey*).

Policies addressing these issues for non-teaching personnel, or those employees covered by the State Personnel Act are contained in the *Office Human Resources Personnel Manual* (Office of the Provost, *Self-Study Report*: 66)

The university's *Equal Employment Opportunity/Affirmative Action Plan* published annually by Human Resources includes specific guidelines for faculty, EPA and staff recruitment under the section "Permanent Policies and Procedures." Three copies are maintained: one in the Office of the Provost, one in Randall Library and one in Human Resources. Guidelines for those employees covered by the State Personnel Act and guidelines are contained in the *NC State Personnel Manual* and the *UNCW Administrative Policy and Procedures Manual*. The *State Personnel Manual* contains the policies, regulations and procedures of the Office of State Personnel that apply to employees covered by the State Personnel Act. The *UNCW Administrative Policy and Procedures Manual* serves as a reference document for interdepartmental administrative policies and procedures.

The document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor* (January 2001), contains information about the "duties and responsibilities of administrative officers" not found in *The Faculty Handbook*. The job descriptions in this document preface the evaluation instruments for the annual Evaluation of Administrators, 2001. However, the status of this document as a published official document is not established.

**Recommendation 1:** The Chancellor must ensure that the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*, is appropriately approved, currently maintained and accessible to faculty and staff on the Web.

### Administrative Organization (6.1.5)

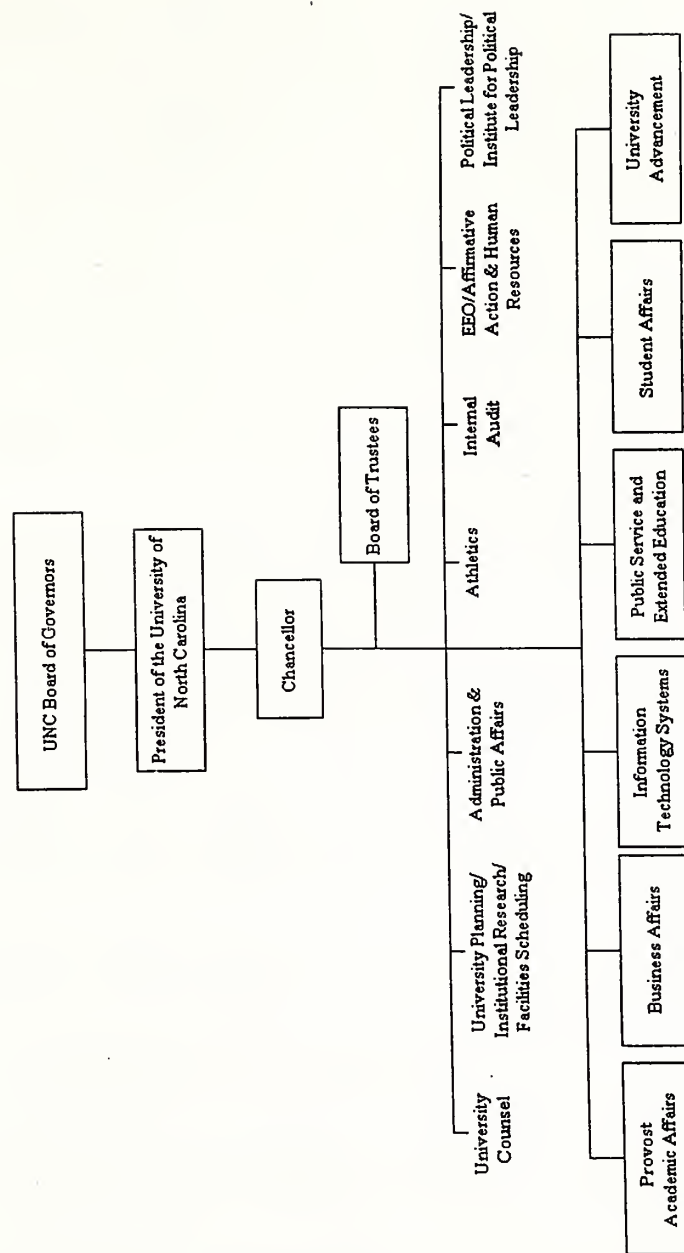
*6.1.5-1 The administrative organization **must** reflect the purpose and philosophy of the institution and enable each functional unit to pursue its particular responsibilities as defined by the stated purpose of the institution.*

The administrative structure of the university is consistent with its purpose. Six senior-level units have been created to support the Chancellor in fully implementing the institutional mission. These units are Academic Affairs, Business Affairs, Student Affairs, Public Service and Extended Education, Information Technology Systems, and University Advancement. The first of these divisions, Academic Affairs, provides educational programs and academic support services to over 10,000 on-campus and extension students. Business Affairs provides business and auxiliary services to the campus community and works closely with UNC's Office of the President in securing funding to support the institution's programs and services. Student Affairs provides student support programming, health and recreational services, and oversees student conduct and the university's residence halls. Public Service and Extended Education provides non-credit courses to the local and regional community, infrastructure support to the extension program, public service outreach to the region, and has oversight for the university's cable based TV station. Information Technology Systems provides telecommunications support to the campus community including the installation and maintenance of the campus telephone and data network, audio-visual services, and large computer systems and server arrays. University Advancement seeks to provide the university with additional resources through alumni and private fund solicitations, corporate donors, and other avenues of support identified by the university. All of these functions are reviewed on an annual basis to determine level of effectiveness and consistency with the institutional mission (Office of the Chancellor, Self-Study Report).

The organizational structure is described in the organizational chart for UNCW and for the functional units, which is available on the university web-site in many locations. The organizational chart for the entire university is located at [http://www.uncwil.edu/oir/org\\_charts/org\\_chart\\_uncw.htm](http://www.uncwil.edu/oir/org_charts/org_chart_uncw.htm). It is also available from the SACS web page and in the Self-Study document library. The University Planning Page indexes the organizational charts for all the major units: Academic Affairs, Business Affairs, Public Service and Extended Education, Student Affairs, University Advancement, Office of Institutional Technology, and Information Technology Systems ([http://www.uncwil.edu/oir/org\\_charts/index.htm](http://www.uncwil.edu/oir/org_charts/index.htm)). The following university chart shows that the Board of Trustees provides direction for the chancellor as required in section 403 of The Code: "Each Board of Trustees shall also serve as advisor to the Chancellor concerning the management and development of the institution."

**Figure 15: UNCW Organizational Chart**

University of North Carolina at Wilmington  
July 2001



- 6.1.5-2 *Administrative responsibility and authority for all educational offerings and functions of the institution **must** be clearly identified,*
- 6.1.5-3 *and each institution **must** develop, publish and make available an organizational chart clearly delineating lines of responsibility and authority.*

The assignment of authority and responsibility for all educational offerings and functions of the institution derive from the Chancellor's authority described in the *Faculty Handbook* and *The Code*, Section 502b. Administrative responsibility for all educational offerings of the institution as identified in the *Faculty Handbook* (11-34) is maintained by the Office of the Provost.

Several changes in the academic program have occurred since the last SACS visit in 1992. (For campus program approval process, refer to sections 4.2 and 4.3 of this report). A full list of the new degree programs and changes at UNCW is listed in Section I of this report. All of these new programs have been authorized by the office of the President of UNC and the Board of Governors. Authorization letters from the Office of the President for these new programs are also in the supporting documents of Section I of this report. Further, the UNC 1999 Academic Program Inventory is on the web at <http://www.ga.unc.edu/publications/api/>.

The Chancellor has established lines of authority for administrative responsibility of all educational offerings and functions of the university, represented in organization charts linked to the *Faculty Handbook* on the web. The organizational charts, which are maintained by the Office of University Planning, can also be viewed on the university website, [http://www.uncwil.edu/oir/org\\_charts/index.htm](http://www.uncwil.edu/oir/org_charts/index.htm) (See Figure 1, above).

- 6.1.5-4 *The duties of the chief executive officer, and of other administrative officials directly responsible to the chief executive, **must** be clearly defined and made known to faculty and staff.*

The SACS visiting team in 1992 recommended that "the duties of all administrators reporting directly to the Chancellor be published and made known to faculty and staff." Currently, the duties of UNCW's chief executive officer, the Chancellor, and other administrative officers directly responsible to the chief executive officer, are inconsistently described in several documents. They are published in the *Faculty Handbook* along with an organizational chart showing the relationship of all such officers to the chief executive officer (*Faculty Handbook*: 15-22).

The duties of the Chief Executive Officer stem from the directions from the Board of Trustees, as explained in Section 6.1.5-1. The job descriptions of this officer and the other administrative officials directly responsible to that Chief Officer are defined as of January 2001 in the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*. This document contains information about the "duties and responsibilities of administrative officers" not found in the *Faculty Handbook*. The job descriptions in this document preface



the evaluation instruments for the annual Evaluation of Administrators, 2001. However, the status of this document as a published official document is not established. (See Recommendation 1 in section 6.1.4-1.)

The senior administrative position descriptions that are currently published in the *Faculty Handbook* differ from those currently in existence and practice. The positions currently described in the *Faculty Handbook*, are

- Provost and Vice Chancellor for Academic Affairs
- Vice Chancellor for Business Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor for University Advancement
- Vice Chancellor for Public Service and Extended Education
- Special Assistant to the Chancellor
- Executive Assistant to the Chancellor
- Assistant to the Chancellor for Planning
- Assistant to the Chancellor for EPA Personnel Administration/Director of Human Resources
- University Counsel
- Director of Athletics
- Assistant to the Chancellor/Director of Internal Audit

Two positions, the Vice Chancellor for Information Technology Systems and the assistant to the chancellor for Political Leadership, are *not* included in the *Faculty Handbook*, and should be added.

The results of the *2000 Self-Study Faculty Survey* suggest that 69 percent of the faculty agree that “the role of senior level administrators is clearly defined,” but only 60.4 percent of the faculty agree that “responsibilities of UNCW’s leaders are communicated to the faculty.”

**Recommendation 2:** The Faculty Senate President must ensure that the Faculty Handbook’s section on institutional organization and administrative job descriptions is updated and contains a link to the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*.

*6.1.5-5 Administrative officers must possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.*

Position descriptions and advertisements for vacancies include both minimum and preferred qualifications for university administrative officers. The university *Equal Employment Opportunity/Affirmative Action Plan* published annually by Human Resources includes specific guidelines for faculty and staff recruitment under the “Permanent Policies and Procedures” section. Three copies are maintained: one in the Office of the Provost, one in Randall Library and one in Human Resources. The Office of the Provost/Vice Chancellor for Academic Affairs maintains resumes, official transcripts and curriculum vitae for all academic personnel. Human Resources verifies official credentials for all EPA

non-faculty and maintains their resumes in personnel files (see table on the following page).

For all administrative personnel, personnel files which demonstrate the appropriate educational and professional experience required for the position held are maintained. Personnel files for faculty are maintained in the Office of the Provost. In addition, all upper-level administrative positions in the Division of Academic Affairs, including the Vice Chancellor, all deans, and the Director of the Library, are selected through a national search procedure that involves a search committee appointed by the Vice Chancellor for Academic Affairs, or in the case of a search for the Vice Chancellor, by the Chancellor. Such searches are conducted in accordance with policies established by the Office of Human Resources (Office of the Provost, *Self-Study Report*: 67). Section II D of the *Faculty Handbook* describes procedures for the selection of administrative officers and chairpersons.

In the 2000 *Self-Study Faculty Survey*, 83.6 percent of faculty agreed, "In general, UNCW administrators possess the competence and credentials necessary for their jobs."

*6.1.5-6 The effectiveness of all administrators, including the chief executive officer, must be evaluated periodically.*

At UNCW, department administrators set annual departmental performance objectives and file annual reports on their achievement of these objectives. All university administrators, including the chief executive officer, undergo annual evaluation that includes a faculty component. This component allows all full-time faculty to evaluate the administrator's performance. Within the Division of Academic Affairs, the Vice Chancellor, all deans, the University Librarian, and all department chairs are also evaluated (See *Faculty Handbook*, Section II.E, "Evaluation of Administrative Officers and Chairpersons"). In addition, the performance of the Chancellor is evaluated by the Board of Trustees and the Office of the President. The Chancellor conducts annual evaluations of the Vice Chancellors, and the Vice Chancellors are responsible for evaluating those administrative officers who report directly to them. Description of the evaluation of the specific positions and examples of the use of the results of these evaluations follow:

**Table 99: Credentials of Administrative Officers**

<b>Position/Individual</b>	<b>Highest Degree</b>	<b>Previous Experience</b>
<b>CHANCELLOR</b> James Leutze	Ph.D., Duke University	President, Hampton-Sydney College (1987-1990)
<b>PROVOST</b> John Cavanaugh	Ph.D. Notre Dame	Vice Provost for Academic Programs and Planning, University of Delaware (1997-1999)
<b>VICE-CHANCELLORS</b>		
<b>Business Affairs</b> Tim Jordan	M.B.A., East Carolina	Assoc. VC Business Affairs, UNCW 1993-2000
<b>University Advancement</b> Patton McDowell	B.A. UNC-Chapel Hill	Exec. Director for Athletic Fundraising, UNCW, 1996-1998
<b>Student Affairs</b> Patricia Leonard	M.A. Michigan State	Dean of Students, UNCW 1987-1995
<b>Public Service&amp; Extended Education and Associate Provost</b> Michele Howard-Vital	Ph.D. University of Illinois at Chicago	Assoc VP for Academic Programs and Dean of University College, Edinboro Univ. of PA 1991-3
<b>Information Technology Systems and Associate Provost</b> Robert Tyndall	Ed.D. University of North Carolina at Chapel Hill	Dean, Watson School of Education, UNCW, 1993-1999
<b>DEANS</b>		
<b>College of Arts and Sciences</b> JoAnn Seiple	Ed.D. East Texas State	Asst/Assoc. VC for Academic Affairs, UNCW, 1993-1996 Chair, Dept. of English, UNCW
<b>School of Education</b> Cathy Barlow	Ed.D. University of Tulsa	Interim Dean, College of Education and Behavioral Sciences, Morehead State University, 1999-2000 Chair, Department of Elementary Reading and Special Education, Morehead State University, 1994-1999
<b>School of Business</b> Lawrence Clark	L.L.M. DePaul	Dean, College of Business, Sonoma State University 1994-2000
<b>School of Nursing</b> Virginia Adams	Ph.D. UNC-Greensboro	Interim Dean of Nursing, East Tennessee State, 1993-4.
<b>Graduate School</b> Neil Hadley	Ph.D. University of Colorado	Assoc. Dean, Graduate College, Arizona State, 1989-1992
<b>University Librarian</b> Sherman Hayes	MLS Indiana University MBA Western Michigan	Library Director, Bentley College, 1984-1997

### Evaluation of the Chancellor:

Faculty and staff completed annual evaluation of the chancellor during the spring semester of 2001. Faculty has been doing this on an annual basis for over ten years while the staff evaluation was added this past year. The President of the UNC system conducts an annual evaluation of each university chancellor. She utilizes various sources of information in this evaluation process including statements by the chancellors, published institution documents, and statistical reports generated from institutional databases. The Board of Trustees last evaluated the Chancellor's performance using a survey document in September 1998 (see attached). Results were discussed with Dr. Leutze at this time. The Board does give a less formal evaluation at the end of each academic year. This is in advance of any changes in Board personnel.

In addition to the annual evaluation, the Chancellor is involved in several modes of regular communication with the university community: two university faculty meetings per year, monthly senate reports, and faculty and staff advisory committees with published reports. A copy of the Chancellor's evaluation is included in the supporting documentation of this report.

#### *Results of the evaluation process:*

The Chancellor is the only senior officer who has discussed the results of annual evaluations with the faculty and who publishes results on the web. Results can be found at the following address:

<[http://www.uncwil.edu/local/oir/Admin\\_eval/Chancellor\\_evaluation\\_results.htm](http://www.uncwil.edu/local/oir/Admin_eval/Chancellor_evaluation_results.htm)>. As a result of the yearly evaluations, the Chancellor has expanded use of faculty and staff advisory committees, provided increased access through meetings with academic department chairs, etc. Evaluations of other senior administrators have been used in making personnel decisions.

### Evaluation of the Provost:

As with the Chancellor, the Provost has been evaluated by faculty for the last 15+ years. Staff evaluation was added in Spring 2001. The Chancellor also reviews the performance of the Provost on a yearly basis. This evaluation is based on the results of the faculty evaluation process, personal observations, and material contained in published reports. Results of these evaluations are not currently published but are contained in the Provost's personnel folder.

#### *Results of the Evaluation Process:*

As a result of the evaluation process, the provost has initiated several changes. Two examples are:

- regular meetings with the Senate Steering Committee
- establishing a Faculty Advisory Committee, with whom he meets on a regular basis.



Evaluation of Vice Chancellor for Business Affairs, Student Affairs, Information Technology Systems, Public Service and Extended Education, and University Advancement:

Faculty and staff were first given the opportunity to evaluate the effectiveness of these individuals during Spring 2001. The results of this evaluation process were reviewed by the Chancellor and used during performance evaluation meetings between the Chancellor and each of the individuals cited above. In addition to the survey results, the Chancellor used published reports, responses to requested project implementations, division annual reports, etc. to evaluate the effectiveness of each individual. Although this is the first year that the faculty and staff have had the opportunity to evaluate the effectiveness of these administrators, the Chancellor has been conducting yearly performance reviews with these individuals since his arrival on campus over ten years ago.

*Results of the Evaluation Process:*

Each Vice Chancellor has responded to evaluation in a variety of ways. All have increased emphasis on planning and been more proactive in providing information about divisional activities to the campus community. Following the Chancellor's model, Vice Chancellor's have been asked to have more contact with members of the campus community, to set up advisory committees of staff and faculty, and to publish information in the Campus Communiqué and other news outlets.

Deans of the College and Professional and Graduate Schools:

Faculty has evaluated these individuals for 15+ years. A web-based survey instrument has been in place for about 5 years, and both statistical results and comments are given to the person being evaluated and to the Provost. As with the Chancellor, the Provost conducts yearly performance evaluation meetings with each of these individuals. In addition to survey results, the Provost uses written reports, dean supplied materials, and other forms of evaluative information.

*Results of the Evaluation Process:*

Dean of Nursing (Virginia Adams):

Being away from the campus and not communicating seemed to be an issue for nursing faculty. In response to these concerns, the nursing dean first hired an associate dean to be here in her absence and address any immediate faculty concerns. She also started an internal newsletter that is distributed twice a month. In addition, she now meets with the entire faculty the second Monday in each month.

Dean of the Graduate School and Research (Neil Hadley):

In several annual evaluations, some faculty in the humanities felt they were not receiving the same amount of "attention" given to faculty in the sciences regarding notification of funding opportunities and assistance with proposal preparation. In response, the pre-award person in

OSP now e-mails all announcements regarding funding for research in the humanities to the various departments. OSP also offered grant-writing workshops that were targeted for these faculty, and has agreed to pay their travel and registration costs to attend similar workshops outside of UNCW.

Dean of the College of Arts and Sciences (JoAnn Seiple):

Roughly a third of the college's full-time faculty responding to the Faculty Evaluation of Administrative Performance of the Dean of Arts & Sciences include written comments. One of the suggestions in the Spring 2000 evaluation was to meet individually with all new tenure-track faculty members. The Dean began scheduling 30-minute meetings with each new tenure-track hire the following fall, and did so again this semester with this year's new faculty. Other suggestions have included being more pro-active in promoting the humanities programs on campus and in establishing a Women's Center and Women's Studies major. To address the first concern, the dean underwrote UNCW's participation in a national interactive teleconference dealing with women in higher education, promoted the cooperative effort between Student and Academic Affairs that has resulted in the creation of the new Women's Center this year, and obtained the philosophical support of the Graduate School for a new graduate certificate program in Women's Studies. To address the second concern, the dean funded chair participation in state and national humanities conferences for the past two years and will shortly be reviewing a new proposal from those chairs resulting from that participation.

Dean of the Watson School of Education (Cathy Barlow):

The dean is evaluated in two ways--an overall statistical evaluation from the faculty and an evaluation from the Provost. Examples of two initiatives emerging from the evaluation are increased international expansion and continued on-line course/program development. The dean has added additional dollars to back these initiatives as well as other support. Meetings have been conducted to ensure education is in the international arena. Course/program development has been increased after receiving a technology grant giving release and stipend dollars to that effort.

Dean of the Cameron School of Business (Larry Clark):

As a new dean at UNCW, the Dean of the Cameron School of Business urged faculty and staff to use the campus feedback processes to assist him in understanding their expectations of the dean. The most consistent message is that they wish to be kept as fully informed as possible. Consequently, the dean initiated a "Dean's Update," an internal electronic newsletter generally of three to four pages of length, which has received positive feedback.

The faculty and staff also wished for the Cameron School of Business to have a much more open budget process. The dean committed to a goal of opening up the budget process so that members of our Cameron School of Business Executive Council (composed of the dean, associate dean, budget manager and four department chairs) are privy to all school budget documents, accounts and major budget decisions. As a result, Executive Committee members are able to be more strategic in considering personnel, budget and planning matters. In turn, faculty and staff appear to be more trusting of Executive Committee decisions, especially during difficult budget times.

Some progress has been made in instituting the web evaluation forms of administrators since the last SACS report. There is a Likert rating scale and room for comments on the form. This part evaluates effectiveness of the administrators, but is not all of the process. In the *2000 SACS Self-Study Faculty Survey*, 60.7 percent of faculty agreed that "UNCW has an effective method for evaluating administrators." Trust would be improved if faculty felt that their ratings were seriously considered and that action would be taken to celebrate accomplishments and to improve areas of weakness.

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**Recommendations**

**Recommendation 1:** The Chancellor must ensure that the document, University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor, is appropriately approved, currently maintained and accessible to faculty and staff on the Web. (6.1.4-1)

**Recommendation 2:** The Faculty Senate President must ensure that the *Faculty Handbook's* section on institutional organization and administrative job descriptions is updated and contains a link to the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*. (6.1.4-1)

## -10-

**Appendices****6.1 Committee Members**

Patricia Turrisi, Chair  
 Don Bushman  
 Ken Gurganus  
 Dale Lockwood  
 Dianne Matthews  
 Susan Scheuring

Director of Center for Teaching Excellence  
 English  
 Mathematics and Statistics  
 Human Resources  
 Student Development Center  
 Nursing



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## **6.2: Institutional Advancement**

### **-1-**

#### **Summary**

University Advancement has carried out a thorough self-study based on two recent consultant reports on its purposes and functioning. These consultant reports give detailed analyses of the division and make a number of suggestions, most of which have been, or are intended to be, implemented. At the time of the 1990 Self-Study, there were great deficiencies in the staffing and operational structure for university advancement, and there was need for a major capital campaign. Subsequently, led by the Chancellor, the Vice Chancellor for University Advancement, members of the Board of Trustees, and other civic leaders, a successful \$25,000,000 capital campaign was carried out. The past two years have been transitional due to staffing changes and restructuring, but successful fund raising has continued, and this committee believes that the division is positioning itself for enhanced performance in the future. The committee finds University Advancement in compliance with the section 6.2 criteria with the exception of 6.2.2-2 on the coordination of fund-raising and planning.

### **-2-**

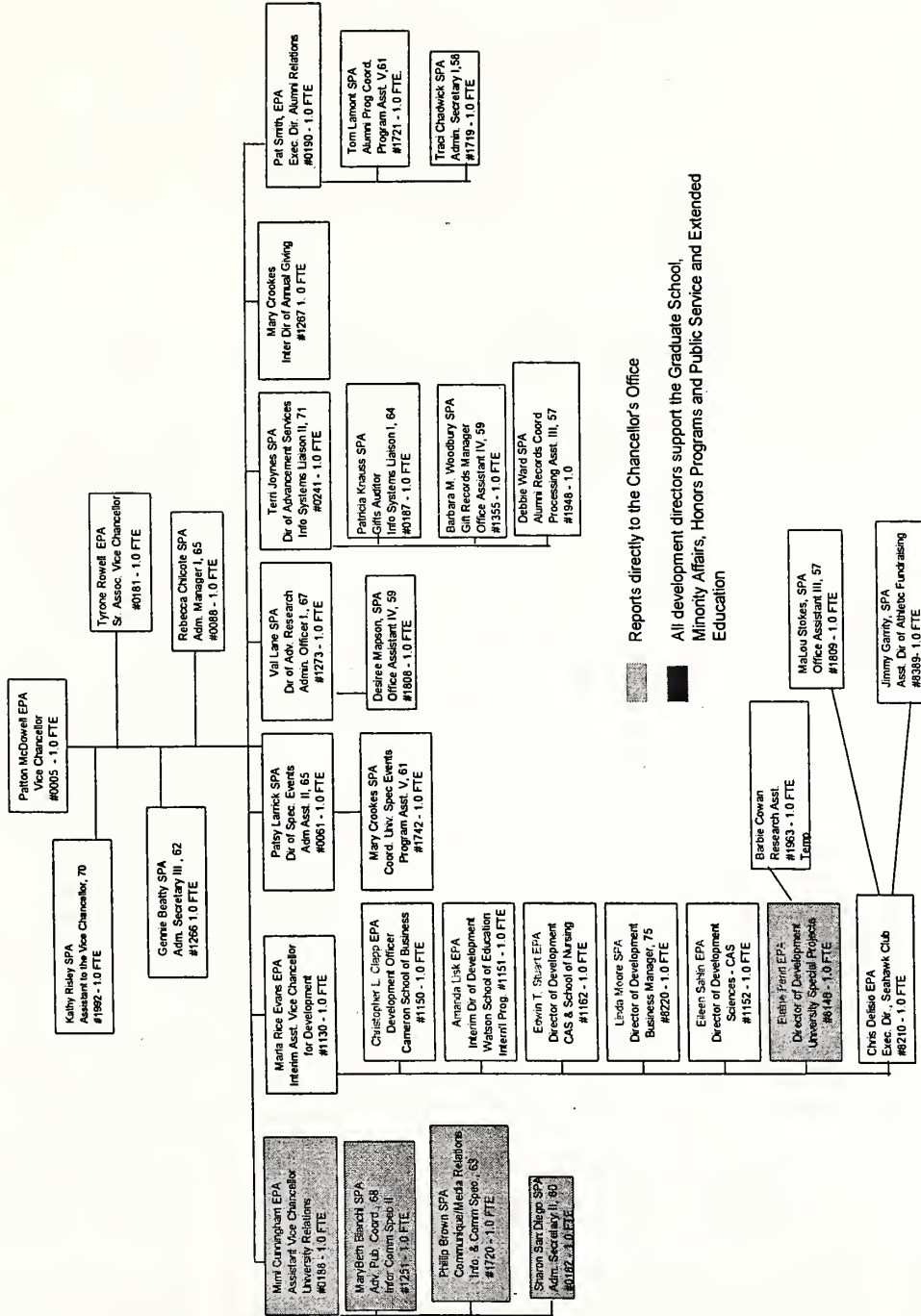
#### **Introduction**

University Advancement is one of UNCW's six academic and administrative divisions. Its primary mission is to raise funds to further improve the institution's ability to fulfill its mission of excellence in teaching, research, and public service. The organization of the fund raising function of the university has recently become decentralized, development directors now being closely associated with various areas such as athletics, student affairs, education, business, liberal arts/nursing and the sciences. The directors report both to University Advancement and to respective deans or other administrators. The University Advancement Organizational Chart as of January 2001, is shown on the next page of this report

Advancement involves a number of activities that depend on a variety of individuals and groups for success. To convey the importance of UNCW, the university needs to know and be able to articulate what it is accomplishing and what makes it unique among comprehensive universities. It needs to have a list of special projects that require specified amounts of funding. It then needs to identify and solicit individuals and organizations that can provide support--financial and otherwise. A significant part of recent advancement efforts have been directed toward the successful bond referendum that will provide \$108.1 million to UNCW for a variety of capital projects. Finally, there is a vast quantity of record-keeping that must track the large number of donations of varying amounts that support different projects.

Another important aspect of advancement is alumni affairs. Alumni not only provide financial support through annual donations, but they also help to convey to prospective students the advantages of attending this university.

**Figure 16: University Advancement Organizational Chart, January 2001**



Perhaps the most challenging and potentially fruitful aspect of advancement relates to the activities of the development directors in conjunction with university personnel and others in the community. For success, specific needs must be clearly described, justified by the university's mission, and prioritized. The highest priority items should be pitched to prospective donors, but it is expected that their interests will often dictate which projects are funded.

Documents that have been reviewed by the subcommittee on University Advancement and Alumni Affairs include the University Advancement narrative and supporting documentation, the Advancement Services narrative and supporting documentation, Alumni Relations narrative and supporting documentation, and the report on athletic fundraising by the Student Aid Association. Fundraising results are shown in the chart on page 13 on total giving for the period 1990-2000 and in the table on page 14 on gifts by area for the period 1990-1998.

#### Follow-up on the 1990 Self-Study

The 1990 Self-Study suggested that "the Chancellor should initiate action to assure that the programs in UNCW's Division of University Advancement have the full support of the faculty, students, staff, trustees, administrations, friends, and alumni. Particularly, he should make every effort to appoint a Vice Chancellor for University Advancement who understands the viewpoints of the varied campus constituencies, and who is willing to make sure that UNCW's advancement effort coheres with its missions, goals, and purposes." In addition, it was suggested that special emphasis be placed on greater faculty participation, including a more significant role for the Faculty Senate Advancement Committee. Finally, it was suggested that Advancement draft a statement of purpose consistent with the university's mission.

In response to these suggestions, the university hired a very capable Vice Chancellor who worked closely for four years with an active Faculty Senate Advancement Committee and presided over the launching of a successful \$26 million capital campaign; unfortunately, he left approximately five years ago, and until 1998 the Advancement division labored under a lack of permanent leadership. The current Vice Chancellor seems to have brought solid leadership to the division once more and is attempting to unite campus constituencies through meetings with faculty and others in preparation for a future capital campaign. Under his leadership, the division has drafted a clear statement of purpose consistent with the university's mission.

The division has commissioned two outside reviews: Witzleben & Associates conducted an assessment of its operation of fundraising and institutional marketing organization then offered a comprehensive list of recommendations in the fall of 1999; Art and Science Group in November 2000 focused on University Marketing & Relations. As a result of the Witzleben recommendations, plans are underway to re-integrate those functions into Advancement. The re-uniting is tangible evidence of the use of evaluation to improve operations.

The first and most significant recommendation of the Witzleben report was that the strategic plan for the university be laid out in terms of specific directions, themes and goals— in other words, it advocated the creation of a comprehensive "needs list" of fundraising priorities to provide coherence and focus to the Advancement division. The current Vice Chancellor agrees that this is of prime importance, but he cannot do it alone; such an effort must involve the entire university, and especially requires active and



coordinated participation of the Chancellor, the Provost, the University Planning Committee and the Faculty.

In short, for two years the current Vice Chancellor has been reorganizing a division that had lost its organizational focus and some of its effectiveness after initial important progress following the 1990 Self-Study. His plans seem sound, among them to educate the university and community about the result of the previous capital campaign; to study the feasibility of both a comprehensive and smaller targeted campaigns; to enlist the aid of volunteer board members as leadership for a future campaign; to restructure the division to be effective in such a campaign, including support services and upgraded technology; and as a priority, to urge the university to create a unified "needs list" of fundraising priorities consistent with its mission and long-range strategic plan.

The consultant report on marketing by Art and Science Group pointed to the need to differentiate UNCW's advantages from those of other campuses. This is an important message that should be heeded; however, on the issue of what types of fundraising should be emphasized, these consultants either ignored the need for advancement efforts to relate directly to the mission of UNCW or perhaps simply used the phrase "core programs" in a problematic way. In response to interviews carried out, they suggested that Education and Business are the "core programs" that should be emphasized in fundraising. Although the importance of educating future teachers and students planning careers in business is understood by all and fundraising for these areas may be easiest, the "core programs" are clearly indicated in the following sentence of UNCW's mission statement: "The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum." SACS guideline 6.2-1 states that the advancement program must be directly related to the purpose of the institution, and overemphasis of its fundraising on the Schools of Education and Business would be contrary to this directive. The university needs to convey to the public the value of all of its programs and urge financial support of its mission.

#### The Office of Alumni Relations

The university and the Alumni Association offer many opportunities for alumni to participate in the development of the institution. Since 1993, the Alumni Association and Alumni Relations have had consistent leadership through its Executive Director who has helped to develop programs and to encourage alumni to get involved. Alumni are invited to serve on the volunteer boards of the university such as the Board of Trustees, Alumni Board of Directors, Foundation Board, Board of Visitors, and Self-Study Survey Results Student Aid Association (Seahawk Club) Board. These boards not only keep the alumni informed, but they are involved in some of the key decision making that goes on at the university. Outreach through the chapter development program allows former students to become affiliated with the university within schools of their major, special interests, or locations outside the Wilmington area. Events such as Homecoming, the Alumni Association's 30<sup>th</sup> Anniversary celebration and co-sponsored events with various departments on campus keep alumni connected. The bi-annual publication, *UNCW Magazine*, also informs the former students of university activities and encourages involvement. Alumni are also asked to participate as members of various university search committees for upper administration positions such as the Athletic Director, Dean of the Watson School of Education, and the Provost. As a result of the Witzleben &

Associates assessment, an agreement on the partnership between the Alumni Association and the University was written and entered into by both parties, thus further defining the efforts of both parties to serve the alumni base through programs, activities, and outreach efforts. This agreement will be reviewed annually near the end of the Association Chairman's term.

The suggestion of the 1992 visiting committee regarding alumni affairs was that the efforts of all offices involved in the collection of data on alumni be coordinated. All alumni records are currently housed in the Alumni Development System and are maintained and managed by the Advancement Services Division of University Advancement. Alumni are encouraged to update their address information via e-mail, the Alumni Association web site and the 800 number at the Alumni Relations office. The *UNCW Magazine* also has a form for updating alumni information as well. An alumni directory was published in 1995 and just recently in fall of 2000. One of the goals of the current Vice Chancellor is to upgrade the current technology to be more efficient and inclusive of the entire division. While incorrect addresses continue to be problematic, the Alumni Relations office received a grant to help fund a permanent e-mail program for alumni that should be in place within the next year. Informal surveys have been done but a more comprehensive survey of all alumni has been planned by Alumni Relations in 2001.

Following the suggestion of the 1990 Self-Study, the UNCW Alumni Association amended its bylaws to create chapter affiliates to encourage former students to continue to participate in the growth and development of UNCW and to assist in the evaluation of institutional effectiveness. They also aim to keep alumni in contact with their former academic departments and programs. The newsletters that the development officers send from each of their schools also highlight and solicit involvement of the alumni.

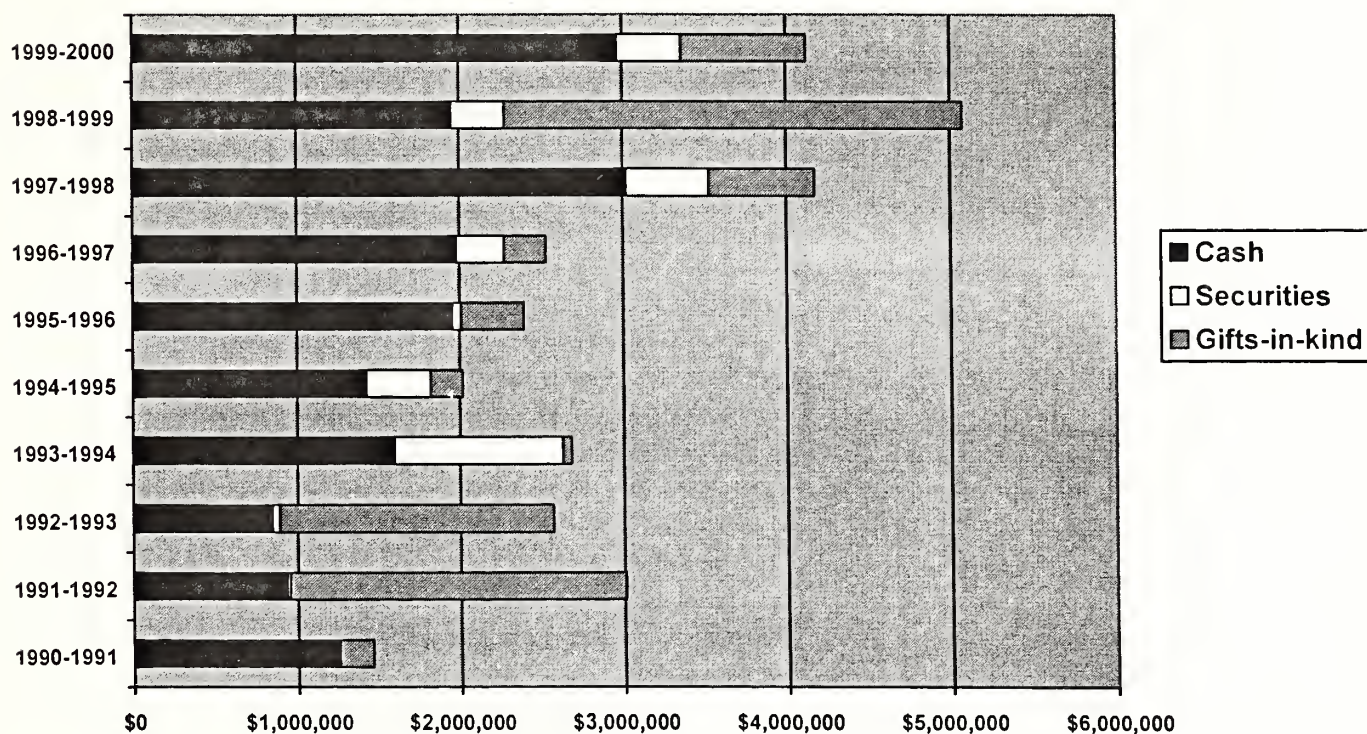
#### Self Study Survey Results Pertaining to Advancement

The Self-Study survey results pertaining to advancement are generally favorable, but point to some areas that could be improved (see appendix to this section). Most of the respondents are aware of policies and procedures for fundraising at UNCW, but about one-fifth said they were not. The present self-study will help to convey these policies and procedures to those interested, but Advancement could also increase its efforts to familiarize the university community with its policies and procedures. Results show that academic departments and schools are believed to keep in contact with their alumni. The faculty also responds that they have opportunities to work with the Development Director in the college/school to seek funds for a project. They indicate that the new organizational structure with constituent development directors has resulted in more support for the university's academic and research mission. Not surprisingly, over one-quarter of the faculty believes that there is not an appropriate balance between athletic and academic fundraising, but this committee believes that the faculty will be pleasantly surprised that only about 12 percent of gifts during the period 1990-1998 were to athletics. Approximately 41 percent of the gifts by area (see Table 100) were marked "other," which applies to special projects outside of athletics except for \$62,000 to support the NCAA Women's Golf Tournament. A list of the larger projects included in the "other" category of the table are found on the subsequent page.



The growth in scope and effectiveness of the Advancement office is reflected in the marked improvement of the faculty survey results of 2000 compared with the 1990 results. For example, the percentage of respondents (of those with an opinion) who believe that University Advancement effectively coordinates fundraising programs within the university grew from 12.4 percent in 1990 to 62.3 percent in 2000. Faculty who agree that its programs are directly related to the goals and purposes of the university grew from 28.7 percent in 1990 to 76.3 percent in 2000; those that agreed that the programs are effective grew from 15.8 percent in 1990 to 63.8 percent in 2000 of faculty with an opinion. About one-fifth of the faculty in 2000 was not satisfied with the current level of faculty involvement in University Advancement procedures and policies, compared to 15.6 percent in 1990.

**Figure 17: Total Giving**



**Table 100: University of North Carolina at Wilmington  
Gifts by Area, 1990 - 1998**

	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>TOTAL</u>
Alumni Relations	\$11,280	\$4,965	\$4,235	\$113,020	\$179,867	\$210,030	\$188,718	\$93,032	\$805,146
Arts & Sciences	\$67,431	\$74,186	\$76,501	\$194,602	\$304,679	\$787,003	\$691,020	\$1,624,470	\$3,819,890
Athletics	\$242,750	\$215,404	\$201,758	\$233,956	\$261,621	\$412,266	\$381,164	\$612,170	\$2,561,088
Business School	\$198,874	\$23,675	\$53,936	\$39,306	\$70,003	\$145,201	\$94,065	\$117,256	\$742,315
Education School	\$2,950	\$16,075	\$14,335	\$1,039,707	\$49,563	\$9,988	\$191,923	\$5,935	\$1,330,477
Foundation/Unrestricted	\$129,007	\$148,790	\$242,184	\$242,191	\$473,271	\$225,064	\$168,233	\$241,697	\$1,870,437
Nursing School	\$1,876	\$2,800	\$55,280	\$61,305	\$5,466	\$14,076	\$7,700	\$4,670	\$153,173
Scholarships (General)	\$8,863	\$12,975	\$32,975	\$62,847	\$59,208	\$96,477	\$74,163	\$99,958	\$447,465
Student Affairs	\$13,757	\$22,900	\$11,728	\$78,355	\$150,486	\$43,899	\$57,131	\$80,999	\$459,256
Library	\$15,073	\$2,640	\$3,718	\$1,375	\$1,359	\$9,369	\$2,264	\$20,361	\$56,158
Other	\$765,419	\$2,484,705	\$1,873,063	\$615,497	\$462,612	\$439,388	\$672,413	\$1,270,369	\$8,583,466
<b>TOTALS</b>	<b>\$1,457,279</b>	<b>\$3,009,114</b>	<b>\$2,569,713</b>	<b>\$2,682,160</b>	<b>\$2,018,135</b>	<b>\$2,392,762</b>	<b>\$2,528,792</b>	<b>\$4,170,917</b>	<b>\$20,828,873</b>



**Table 101: Larger Gifts Included in the "Other" Category in the Preceding Table**

1990-91	\$258,500 Kenan House Improvements
1991-92	\$2,000,000 UNCW Foundation gift of property \$50,000 VCAA - endowment funds
1992-93	\$135,000 VCAA - Academic Support fund \$157,783 Campus Improvement Fund \$1,333,300 UNCW Foundation gift of property
1993-94	\$35,000 Cape Fear River Trust \$269,000 VCAA - endowment funds
1994-95	\$55,600 Center for Marine Science \$98,100 Cape Fear River Trust \$96,000 VCAA - endowment funds \$59,000 NCAA Women's Golf Tournament \$50,000 Wachovia Excellence Endowment
1995-96	\$94,000 Center for Marine Science \$46,600 Cape Fear River Trust \$42,500 VCAA - endowment funds \$33,700 Treasure Coast Documentary \$62,400 UNCW Foundation \$50,000 Wachovia Excellence Endowment \$67,035 Wise House/Special Events \$3,000 NCAA Women's Golf Tournament
1996-97	\$78,000 Center for Marine Science \$76,645 Cape Fear River Trust \$87,500 VCAA - endowment funds \$50,000 Wachovia Excellence Endowment \$82,825 Treasure Coast Documentary \$245,779 UNCW Foundation \$15,206 Wise House
1997-98	\$22,595 Center for Marine Science \$113,725 Cape Fear River Trust \$500,000 Kenan/Wise House Endowment \$50,000 Treasure Coast Documentary \$29,000 Neuse River Documentary \$420,000 UNCW Foundation

## -3-

**Institutional Advancement(6.2)**

- 6.2-S1 *Each institution **should** have a program of institutional advancement, which may include development and fund raising, institutional relations and alumni affairs.*
- 6.2-1 *If there is an advancement program, it **must** be directly related to the purpose of the institution.*

University Advancement at UNCW now includes development and fundraising as well as alumni affairs. The mission statement of University Advancement, revised July of 2000, follows:

The Division of University Advancement strives to raise funds to further the university's mission of excellence in teaching, research and public service. In doing so, we plan to strategically facilitate the identification, cultivation, solicitation and stewardship of all resources, and seek to positively promote the university to all constituencies. We depend on effective interaction with university relations and all forms of external communications, and our efforts are enhanced by effective partnership with all components of the campus community as well as our external audiences, especially our alumni, parents, corporations, foundations and friends.

- 6.2-S2 *Qualified persons **should** be responsible for administration of the program.*

All divisional personnel are qualified to perform their assigned duties. They have the appropriate experience and education. All fund raising personnel have at least a bachelor's degree, five hold master's degrees, and one a J.D. degree. The personnel and their degrees are listed in the current *UNCW Catalogue*, subject to personnel turnover.

## -4-

**Alumni Affairs (6.2.1)**

- 6.2.1-S1 *The relationship between the institution and its alumni **should** be one that encourages former students to continue to participate in the development of the institution.*
- 6.2.1-S2 *It **should** also assist in the evaluation of institutional effectiveness. Institutions are encouraged to maintain up-to-date records on the location of former students and to employ periodic surveys.*

Please see the section above titled "Response of the Office of Alumni Relations to the 1990 SACS Self-Study." In addition to the abovementioned, the office of Alumni Relations and the UNCW Alumni Association were involved in a long-term successful fundraising campaign to restore the Wise Alumni House, next to the Chancellor's residence. This historic house had been in disrepair for more than 25 years. The Alumni Offices planned annual major and minor

fundraising events for four years from 1993-1997 to repay a loan of \$350,000 for restoration. The success of this campaign attests to the strength of our diverse alumni base and substantial community support. The Wise House now houses the offices of the Alumni Association and hosts many events each year for the UNCW Campus and community.

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### **Fund Raising (6.2.2)**

#### *6.2.2-1 All fund raising **must** be related to the purpose of the institution.*

University Advancement is in compliance with 6.2.2 as can be seen by the data in Table 89, "UNCW Gifts by Area". The table shows large overall increases in giving to the university (from about one and a half million dollars in 1990 to over \$4 million in 1997-8) as well as growth in the areas where the university has its stated priorities.

The 1992 visiting team recommended that UNCW improve its fundraising activities in relationship to the university mission, and the university has responded to this recommendation. Since 1997, university advancement has moved toward a constituency-based model of development. Development directors are now housed in the Schools and the College as well as in athletics and student affairs. They report directly to their Deans and to the Vice Chancellor of Advancement. They work with the deans and faculty within their areas in developing the specific requests for funds in accordance with the university's stated mission and priorities. When asked in the faculty survey in 2000, most of the faculty (73 percent of those with an opinion) agreed that there have been opportunities to work with their constituent development director.

Although the university has made great strides in fundraising for its mission, the committee encourages enhanced focus on the university's primary educational goals and wishes to take issue with the recommendations of the external consultants, Art and Science Group, Inc. In their report, they suggested that the university focus its efforts in fundraising on the "core programs," which they based on their perception of the public's interest in teacher education and preparing students for business. The university community should recognize community interest in these areas, but take the opportunity to educate the public as to the university's mission and that "the humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum." There are many in the community who do not understand the importance of a good liberal arts education to the success of graduates in all fields, including teachers and those in the business community. The community may also not understand the importance to the public of cultural activities, such as fine arts performances. University leaders are encouraged to "market" our functions so as to affect the community's willingness to support our mission.

#### *6.2.2-2 All aspects of fund raising **must** be incorporated into the planning process and evaluated regularly.*

As stated above, the first and most significant recommendation of the Witzleben report was that the strategic plan for the university be laid out in terms of specific directions, themes, and goals— in other words, it advocated the creation of a comprehensive “needs list” of fundraising priorities to provide coherence and focus to the Advancement division. Such an effort must involve the entire university, and it especially requires active and coordinated participation of the Chancellor, the Provost, the University Planning and Quality Council, and the Faculty.

**Recommendation 1:** To coordinate fund raising and long range planning, the Planning and Quality Council must consolidate existing divisional needs lists into a centralized prioritized needs list. This should be reviewed annually by the Advancement Office, the Faculty Senate Advancement Committee, and the Planning and Quality Council to ensure that it reflects the current university mission and needs.

6.2.2-3 *An institution **must** develop policies and procedures for fund raising and ensure that such policies are appropriately disseminated and followed.*

This was a recommendation of the visiting team in 1992, and Advancement has taken many steps to successfully comply with the criteria. The policies and procedures for fundraising are spelled out in the self-study narrative and appear in several supporting University Advancement documents. For example, Advancement has policies relating to its mission and goals on the main UNCW Web page; policies about gifts on the UNCW Business Affairs page (<<http://www.uncwil.edu/sp/ADMPROC/index.html>>); makes use of a newly developed internal Web site as a comprehensive policies and procedures manual; and makes use of several printed policies including “Advancement Service Policies on Gift Recording and Acknowledgement” and “Prospect Management Policies.” These policies are available within the Advancement Office and made available to the public as necessary. As the transitional period accompanying the change in Vice Chancellors and the adoption of a decentralized system of advancement directors concludes, dissemination of advancement policies and following these policies should further improve.

#### -6-

### Recommendations

**Recommendation 1:** To coordinate fund raising and long range planning, the Planning and Quality Council must consolidate existing divisional needs lists into a centralized prioritized needs list. This should be reviewed annually by the Advancement Office, the Faculty Senate Advancement Committee, and the Planning and Quality Council to ensure that it reflects the current university mission and needs. (6.2.2-2)



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**Appendices**

## **6.2 Committee Members**

Jack Levy, Chair	Chemistry
Rebecca Fancher	Registrar's Office
Philip Gerard	Creative Writing
Kristin Howell	Economics and Finance
Tony Janson	Art and Theater
Bruce Ragon	Public Service and Extended Education
Pam Whitlock	Research Administration

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### 2000 Self-Study Survey Results Pertaining to Advancement

		Faculty		Staff		Total	
		N	%	N	%	N	%
<b>I am aware of policies and procedures for fundraising at UNCW.</b>							
	Don't know/Does not apply	27	13.90%	59	21.10%	86	18.10%
	Agree	105	54.10%	137	48.90%	242	51.10%
	Neither Agree nor Disagree	19	9.80%	39	13.90%	58	12.20%
	Disagree	43	22.20%	45	16.10%	88	18.60%
	Total	194	100.00%	280	100.00%	474	100.00%
<b>Academic departments and schools keep in contact with their alumni.</b>							
	Don't know/Does not apply	26	13.50%	94	33.60%	120	25.40%
	Agree	113	58.50%	110	39.30%	223	47.10%
	Neither Agree nor Disagree	35	18.10%	59	21.10%	94	19.90%
	Disagree	19	9.80%	17	6.10%	36	7.60%
	Total	193	100.00%	280	100.00%	473	100.00%
<b>There are opportunities to work with the Development Director in the college/school to seek funds for a project.</b>							
	Don't know/Does not apply	41	21.10%			41	21.10%
	Agree	112	57.70%			112	57.70%
	Neither Agree nor Disagree	22	11.30%			22	11.30%
	Disagree	19	9.80%			19	9.80%
	Total	194	100.00%			194	100.00%
<b>The new organizational structure with constituent development directors has resulted in more support for the University's academic and research mission.</b>							
	Don't know/Does not apply	82	42.70%			82	42.70%
	Agree	64	33.30%			64	33.30%
	Neither Agree nor Disagree	24	12.50%			24	12.50%
	Disagree	22	11.50%			22	11.50%
	Total	192	100.00%			192	100.00%
<b>There is an appropriate balance between athletic and academic fundraising.</b>							
	Don't know/Does not apply	66	33.50%	100	35.70%	166	34.80%
	Agree	50	25.40%	82	29.30%	132	27.70%
	Neither Agree nor Disagree	28	14.20%	63	22.50%	91	19.10%
	Disagree	53	26.90%	35	12.50%	88	18.40%
	Total	197	100.00%	280	100.00%	477	100.00%

## Self Study Survey Results (Cont.)

		Faculty		Staff		Total	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>The Office of University Advancement effectively coordinates fundraising programs within the University.</b>							
	Don't know/Does not apply	81	41.50%	77	27.60%	158	33.30%
	Agree	71	36.40%	130	46.60%	201	42.40%
	Neither Agree nor Disagree	31	15.90%	55	19.70%	86	18.10%
	Disagree	12	6.20%	17	6.10%	29	6.10%
	Total	195	100.00%	279	100.00%	474	100.00%
<b>Programs under the Office of University Advancement are directly related to the goals and purposes of the University.</b>							
	Don't know/Does not apply	77	39.50%	90	32.40%	167	35.30%
	Agree	90	46.20%	124	44.60%	214	45.20%
	Neither Agree nor Disagree	17	8.70%	59	21.20%	76	16.10%
	Disagree	11	5.60%	5	1.80%	16	3.40%
	Total	195	100.00%	278	100.00%	473	100.00%
<b>Current programs run by the Office of University Advancement are effective.</b>							
	Don't know/Does not apply	99	51.30%	95	34.40%	194	41.40%
	Agree	60	31.10%	99	35.90%	159	33.90%
	Neither Agree nor Disagree	22	11.40%	71	25.70%	93	19.80%
	Disagree	12	6.20%	11	4.00%	23	4.90%
	Total	193	100.00%	276	100.00%	469	100.00%
<b>I am satisfied with the current level of faculty involvement in University Advancement procedures and policies.</b>							
	Don't know/Does not apply	55	28.50%			55	28.50%
	Agree	69	35.80%			69	35.80%
	Neither Agree nor Disagree	33	17.10%			33	17.10%
	Disagree	36	18.70%			36	18.70%
	Total	193	100.00%			193	100.00%

## Self Study Survey Results (Cont.)

		Faculty		Staff		Total	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
The interests and input of all segments of the University community (i.e. students, faculty, administrators, trustees, Foundation, parents, and alumni) are well represented in the fund-raising efforts of the Office of University Advancement.							
	Don't know/Does not apply	86	44.60%	98	35.50%	184	39.20%
	Agree	59	30.60%	94	34.10%	153	32.60%
	Neither Agree nor Disagree	26	13.50%	58	21.00%	84	17.90%
	Disagree	22	11.40%	26	9.40%	48	10.20%
	Total	193	100.00%	276	100.00%	469	100.00%



### **6.3: Financial Resources**

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#### **Summary**

The operating budget of the University of North Carolina at Wilmington is increasing at a rate exceeding enrollment growth; revenues from all sources are growing sufficiently to support its programs. UNCW's emerging research programs are accounting for a higher percentage of expenditures in this area than its peer institutions, and combined expenditures in instruction, research, public service and academic support are comparable with these peers. The chief financial officer of UNCW, the Vice Chancellor for Business Affairs, reports directly to the Chancellor and is responsible for all the financial activities of the university, including accounting, budget, construction, maintenance of the physical plant, auxiliary enterprises, custody and care of assets, insurance, public safety and purchasing. The VCBA reports weekly to the Chancellor and provides monthly financial reports to all account managers. Quarterly reports are provided to the Board of Trustees and an annual financial report is prepared for various State of North Carolina offices.

Detailed budgets are prepared annually and sound educational planning involving department heads, deans, and faculty precedes their submission. However, only 37 percent of faculty in the 2000 Self-Study Survey felt they had an adequate opportunity for input in determining the university's budget. Two recommendations are made because of the perception of lack of involvement in the budgeting process by the faculty and because procedures for planning the budget are not reviewed regularly.

The accounting system used by UNCW follows generally accepted practices of institutional accounting and financial reports are regularly given to appropriate university officials. Annual audits are conducted by the State of North Carolina Office of the State Auditor.

UNCW maintains proper control over purchasing and inventory management through its adherence to its General Purchasing Guidelines and through the inventory control procedures used by the North Carolina General Administration and the State Controller.

UNCW has an established and published refund policy for refunding tuition, fees, and charges to students that complies with the requirements of the U.S. Department of Education. The Cashier's Office is UNCW's centralized repository for receipting all funds to the university in accordance with State of North Carolina statutes. The Cashier's Office uses a secure system for depositing funds in banks or the North Carolina State Treasury and its procedures are periodically reviewed by the UNCW Internal Audit Department and the North Carolina Office of the State Auditor.

UNCW has a written statement of its investment policies and guidelines and has a comprehensive risk management program in place. Adequate replacement protection for all physical facilities is provided by the State Property Fire Insurance Fund within the State Department of Insurance. The auxiliary enterprises of UNCW, which are well organized and managed with a strong financial base, are operating in a fiscally responsible manner.

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## Introduction

The University of North Carolina at Wilmington is funded by the state of North Carolina as a Comprehensive Level I institution with an educational and general operating budget of \$99 million in 1999-2000. The chief financial officer at UNCW is the Vice Chancellor for Business Affairs (VCBA) who is responsible for all financial activities of the university. The various responsibilities assigned to Business Affairs are organized into four principal groups--Finance, Facilities, Support Services, and Business Services--each under the direction of an assistant vice chancellor reporting directly to the VCBA. The budget process for the university is preceded by educational planning centering on the strategic plan, *Creating the Future: Moving Toward a Strategic Plan for Academic Affairs 2001-2005*, adopted by the Provost and academic deans in 1999-2000. The accounting system used by UNCW follows accepted practices of institutional accounting and financial reports are regularly given to appropriate university officials. Audits are conducted annually by the State of North Carolina Office of the State Auditor. The University Cashier's Office is the centralized repository for receipting all funds to the university, and its procedures for safeguarding these funds have been carefully developed and are regularly reviewed both internally and by the State of North Carolina.

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## Financial Resources (6.3.1)

- 6.3.1-1 *Because the financial resources of an institution influence the quality of its educational program, each institution **must** possess sufficient financial resources to support all of its programs.*
- 6.3.1-2 *The recent financial history of the institution **must** also demonstrate the financial stability essential to its successful operation.*

As a constituent institution of the University of North Carolina system, UNCW is funded by the State of North Carolina as a Comprehensive Level I institution. The Educational and General (E&G) Operating Budget for 2000-2001 was approximately \$106.7 million, representing an increase of approximately 49.6 percent in the five-year period presented in the table on the following page. During this same time period, enrollment (FTE) has grown approximately 10 percent. When E&G revenues are divided by FTEs for each year, it can be seen that the university's revenue per FTE student has increased by 36 percent in the 5-year period from 1996-97 (\$8633/FTE) to 2000-2001 (\$11736/FTE). Other interesting increases in the same 5-year period that can be seen in the same table are:

- State appropriations: +46%
- Tuition and Fees: +30%
- Contracts & Grants: +104%
- Gifts, etc.: +77%

**Table 102: UNC Wilmington Current Fund Revenues**  
**Educational & General Revenues by Source 1996-97 to 2000-2001**  
*(Business Affairs, SACS Self-Study Unit Report)*

	2000-2001*	1999-2000	1998-1999	1997-1998	1996-1997
State Appropriations	59,671,751 55.9%	56,249,518 56.8%	52,389,987 57.1%	47,034,916 58.0%	40,741,468 57.1%
Tuition and Fees	25,658,220 24.1%	23,278,076 23.5%	21,296,785 23.2%	19,706,472 24.3%	19,664,934 27.6%
Contracts and Grants					
Federal Contracts and Grants	13,126,648 12.3%	11,382,455 11.5%	9,882,096 10.8%	8,622,802 10.6%	6,587,687 9.2%
State Contracts and Grants	1,241,692 1.2%	1,141,828 1.2%	430,582 0.5%	468,018 0.6%	162,030 0.2%
Local Contracts and Grants	83,509 0.1%	22,653 0.0%		0.0%	0.0%
Nongovt. Contracts and Grants	1,135,717 1.0%	1,375,726 1.4%	1,899,856 2.1%	797,037 1.0%	897,707 1.3%
Contracts and Grants Total	15,587,566 14.6%	13,922,662 14.1%	12,212,534 13.3%	9,887,857 12.2%	7,647,424 10.7%
Gifts	1,482,511 1.4%	1,134,659 1.1%	1,118,256 1.2%	845,382 1.0%	738,012 1.0%
Endowment Income	597,599 0.6%	555,205 0.6%	524,672 0.6%	344,241 0.4%	326,397 0.5%
Investment Income	1,127,885 1.0%	1,085,213 1.1%	1,588,732 1.7%	1,459,884 1.8%	708,093 1.0%
Sales and Services	1,616,213 1.5%	1,523,872 1.5%	1,301,346 1.4%	826,587 1.0%	690,647 1.0%
Other Revenues	928,757 0.9%	1,331,461 1.3%	1,277,651 1.4%	1,053,263 1.3%	794,760 1.1%
<b>TOTAL</b>	<b>106,670,502</b>	<b>99,080,666</b>	<b>91,709,963</b>	<b>81,158,602</b>	<b>71,311,735</b>
<b>FALL FTE</b>	<b>9.089</b>	<b>9.003</b>	<b>8.857</b>	<b>8.378</b>	<b>8.260</b>

\*Amounts for 2000-2001 are unaudited

The majority of UNCW's funding is from state appropriations and tuition and fees (declining from 84.7 percent to 80.0 percent of the total over the 5-year period), with the continuing base of state appropriations ranging between about 56 and 58 percent of the total. Contracts and grants revenue has increased from 10.7 percent (\$7.647 million in 1996-97) to 14.6 percent (\$15.588 million in 2000-2001) of all E&G revenues. Other revenues have experienced sufficient growth to maintain a steady percentage of the broadening financial base.

**Table 103: FY 1998-99 Current Fund Revenues by Source--Comparative Data**  
Educational & General Percentages  
(Business Affairs, *SACS Self-Study Unit Report*)

		UNC WILMINGTON	APPALACHIAN STATE		STATISTICAL MEAN FOR SIX PEER INSTITUTIONS	
305940823	State Appropriations	\$ 52,389,987	\$ 75,921,609	57.1%	\$ 50,990,137	48.7%
207317989	Tuition and Fees	21,296,785	34,084,981	23.2%	34,552,998	33.0%
51518024	Federal Grants & Contracts	9,882,096	5,602,537	10.8%	8,586,337	8.2%
26531343	State Grants & Contracts	430,582	4,009,499	0.5%	4,421,891	4.2%
1442635	Local Grants & Contracts	-	1,366,201	0.0%	240,439	0.2%
15374079	Private Gifts, Grants & Contracts	3,018,112	7,211,218	3.3%	2,562,347	2.4%
1975607	Endowment Income	524,672	56,784	0.6%	329,268	0.3%
6457421	Sales and Services	1,301,346	1,653,270	1.4%	1,076,237	1.0%
11845609	Other Sources	2,866,383	2,529,459	3.1%	1,974,268	1.9%
628403530	Total E&G	\$ 91,709,963	\$ 132,435,558	100.0%	\$ 104,733,922	100.0%
199261918	Auxiliary Enterprises	29,160,269	43,071,636		33,210,320	
13485614	Independent Operations	-	13,485,614		2,247,602	
841151062	Total Current Fund Revenues	\$ 120,870,232	\$ 321,428,366		\$ 140,191,844	



**Table 104: FY 1998-99 Current Fund Expenditures by Purpose--Comparative Data**  
*Educational & General Percentages*  
 (Business Affairs, SACS Self-Study Unit Report)

		UNC WILMINGTON		APPALACHIAN STATE		STATISTICAL MEAN FOR SIX PEER INSTITUTIONS	
265633044	Instruction	\$ 40,451,294	45.5%	\$ 55,810,063	45.8%	\$ 44,272,174	43.0%
11181427	Research	7,605,061	8.5%	889,999	0.7%	1,863,571	1.8%
24064163	Public Service	1,579,783	1.8%	4,627,727	3.8%	4,010,694	3.9%
77926962	Academic Support	9,582,070	10.8%	17,882,017	14.7%	12,987,827	12.6%
38121610	Student Services	4,622,124	5.2%	4,694,804	3.9%	6,353,602	6.2%
67506759	Institutional Support	10,860,022	12.2%	15,547,513	12.8%	11,251,127	10.9%
57008999	Operation & Maintenance	8,220,027	9.2%	13,276,103	10.9%	9,501,500	9.2%
54948295	of Physical Plant	6,059,458	6.8%	7,949,238	6.5%	9,158,049	8.9%
6181947	Scholarships	71,701	0.1%	281,882	0.2%	1,030,325	1.0%
14956629	Mandatory	(83,227)	-0.1%	915,108	0.8%	2,492,772	2.4%
617529835	Non mandatory	\$ 88,968,313	100.0%	\$ 121,874,454	100.0%	\$ 102,921,639	100.0%
	Total E&G						
204292485	Auxiliary Enterprises	30,636,147		49,348,710		34,048,748	
12989810	Independent Operations	-		12,989,810		2,164,968	
834812130	Total Current Fund Expenditures	\$ 119,604,460		\$ 184,212,974		\$ 139,135,355	

**Table 105: 1999-2000 UNC Budget Information by Institution**  
(The Board of Governors of The University of North Carolina, *The 1999-2000 Budgets*, “Budget Recommendations”)

	Total Requirements	Less Receipts	General Fund Appropriation	Resident	Non-Resident	Total	Appropriation per Resident FTE
UNC Charlotte	\$123,344,768	\$32,917,955	\$90,426,813	12,110	1,640	13,750	\$7,467
UNC Wilmington	\$78,417,217	\$22,414,301	\$56,002,916	7,350	1,195	8,545	\$7,619
Appalachian State University	\$106,510,416	\$26,027,724	\$80,482,692	9,955	1,375	11,330	\$8,085
East Carolina University, Academic Affairs	\$148,953,349	\$38,406,052	\$110,547,297	13,380	1,955	15,335	\$8,262
Fayetteville State University	\$33,955,460	\$6,305,189	\$27,650,271	3,150	240	3,390	\$8,778
UNC Pembroke	\$26,009,928	\$3,752,079	\$22,257,849	2,535	50	2,585	\$8,780
UNC Greensboro	\$113,477,800	\$28,303,068	\$85,174,732	9,350	1,200	10,550	\$9,110
Western Carolina University	\$63,241,412	\$13,411,595	\$49,829,817	5,260	445	5,705	\$9,473
North Carolina Central University	\$54,451,617	\$11,358,435	\$43,093,182	4,335	595	4,930	\$9,941
UNC Asheville	\$29,810,439	\$5,288,940	\$24,521,499	2,430	320	2,750	\$10,091
North Carolina A&T State University	\$74,682,566	\$18,486,151	\$56,196,415	5,560	1,225	6,785	\$10,107
Winston Salem State University	\$30,336,270	\$4,409,826	\$25,926,444	2,310	160	2,470	\$11,224
Elizabeth City State University	\$23,467,492	\$3,503,540	\$19,963,952	1,655	205	1,860	\$12,063
North Carolina State University	\$344,852,661	\$86,666,564	\$258,186,097	19,320	2,560	21,880	\$13,364
UNC Chapel Hill, Academic Affairs	\$273,412,796	\$82,991,815	\$190,420,981	13,255	4,010	17,265	\$14,366
North Carolina School of the Arts	\$21,658,968	\$6,288,123	\$15,370,845	530	460	990	\$29,002
<b>Total</b>	<b>\$1,546,583,159</b>	<b>\$390,531,357</b>	<b>\$1,156,051,802</b>	<b>112,485</b>	<b>17,635</b>	<b>130,120</b>	<b>\$10,277</b>

The majority of UNCW's funding is from state appropriations and tuition and fees (around 80 percent to 85 percent of the total over the 5 year period) with the continuing base of state appropriations remaining around 56 percent of the total. Contracts and grants revenue has increased from 12.4 percent (\$8.272 million in 1995-96) to 14.1 percent (\$13.923 million in 1999-2000) of all E&G revenues. Other revenues have experienced sufficient growth to maintain a steady percentage of the broadening financial base.

For comparison purposes, Tables 103 and Table 104 provide financial data for UNC Wilmington, fiscal year 1998-99, alongside financial data for Appalachian State University, a UNCW in-state peer institution, and the mean of the six-institution peer group (Appalachian State University, College of Charleston, James Madison University, Radford University, University of North Florida, and Western Kentucky University) recommended in the *Self-Study Manual*. Table 103 compares E&G revenues by source as a percent of total E&G revenues. From this table, UNCW is seen to be essentially identical to Appalachian State University. However, UNCW has a higher percentage of federal research grants and contracts while Appalachian receives higher levels of funding from state, local, and private gifts, contracts and grants. UNCW compares favorably with the six peer institutions as well. Schools in Virginia, Kentucky, and South Carolina derive a smaller portion of revenue from the state; this reduced portion of revenue is offset by a higher percentage from tuition and fees.

The current status of funding at UNCW indicates that although we are adequately funded, we are operating with no fat whatsoever. Operations have had to rely on tuition increases, and increases in student fees. In fact, in order to offer services such as state-of-the-art technology to our students, our student fees have risen to become the highest in the UNC system.

The major factor in this funding issue is the inequity of state funding per FTE. Along with UNC-Charlotte, UNCW is severely underfunded compared to other UNC schools in terms of dollars per FTE (See Table 105). This inequity was brought to the attention of the Office of the President and the State Legislature in 1996 and an adjustment was made by the state in the funding formula which brought a one-time allocation of \$2.6 million to UNCW. However, UNCW still receives less per FTE than most other UNC system schools--\$7,619-- as compared to \$8,085 at Appalachian, \$10,091 at UNC-Asheville, or \$9,110 at UNC-Greensboro. Having to operate at the bare minimum level of funding has been a consistent theme in this Self-Study. As a general rule, we are proud of the quality and quantity of the programs offered at UNCW with the bare minimum of financial support. Academic units, student affairs units and business affairs have also identified areas that are considerably short of funding.

Table 104 analyzes the E&G expenditures by purpose in comparison to sister institution Appalachian State and the six-peer group referred to above. The percentage of E&G expenditures for the primary mission of instruction is almost identical to that shown for Appalachian and slightly greater than the percentage for the six-peer group. UNCW falls in the middle of the three sets of data when comparing student services and institutional support. UNCW's emerging research

programs help explain a higher percentage of expenditures for research than the other two groups. The combined percentages for the primary missions of instruction, research, public service and academic support is comparable to the six peers.

In summary, UNC Wilmington's expenditures by category are appropriate for the institution's size and purpose and are sufficient to support its programs.

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### Organization for the Administration of Financial Resources (6.3.2)

*6.3.2-1 The organization of the UNCW business office **must** be consistent with the purpose of the institution, the size of the institution, and the volume of transactions of a business or financial nature.*

The chief financial officer at UNCW is the Vice Chancellor for Business Affairs (VCBA), who reports directly to the chancellor. The VCBA is responsible for all financial activities of the university, including accounting, budget, and financial reporting; construction, renovation, maintenance and operations of the physical plant; all operations of auxiliary enterprises; custody and care of assets, insurance, public safety, and purchasing. The various responsibilities of the VCBA are divided by function into four principal groups: Finance, Facilities, Support Services, and Business Services. The respective assistant vice chancellors report directly to the VCBA, as does the director of financial services who is responsible for external reporting, affiliated organizations and foundations, debt service, endowments and tax returns. The Business Affairs organizational chart on the following page shows the organization of Business Affairs by function (found on the web at <http://www.uncwil.edu/busaff/VCBA/Orgchart.pdf>).

*6.3.2-2 The chief executive officer **must** report regularly to the governing board on the financial and business operations of UNCW.*

*6.3.2-S1 The chief business officer **should** have experience or training in handling educational business affairs sufficient to enable the business office to serve the educational goals of the institution and assist in furthering its stated purpose.*

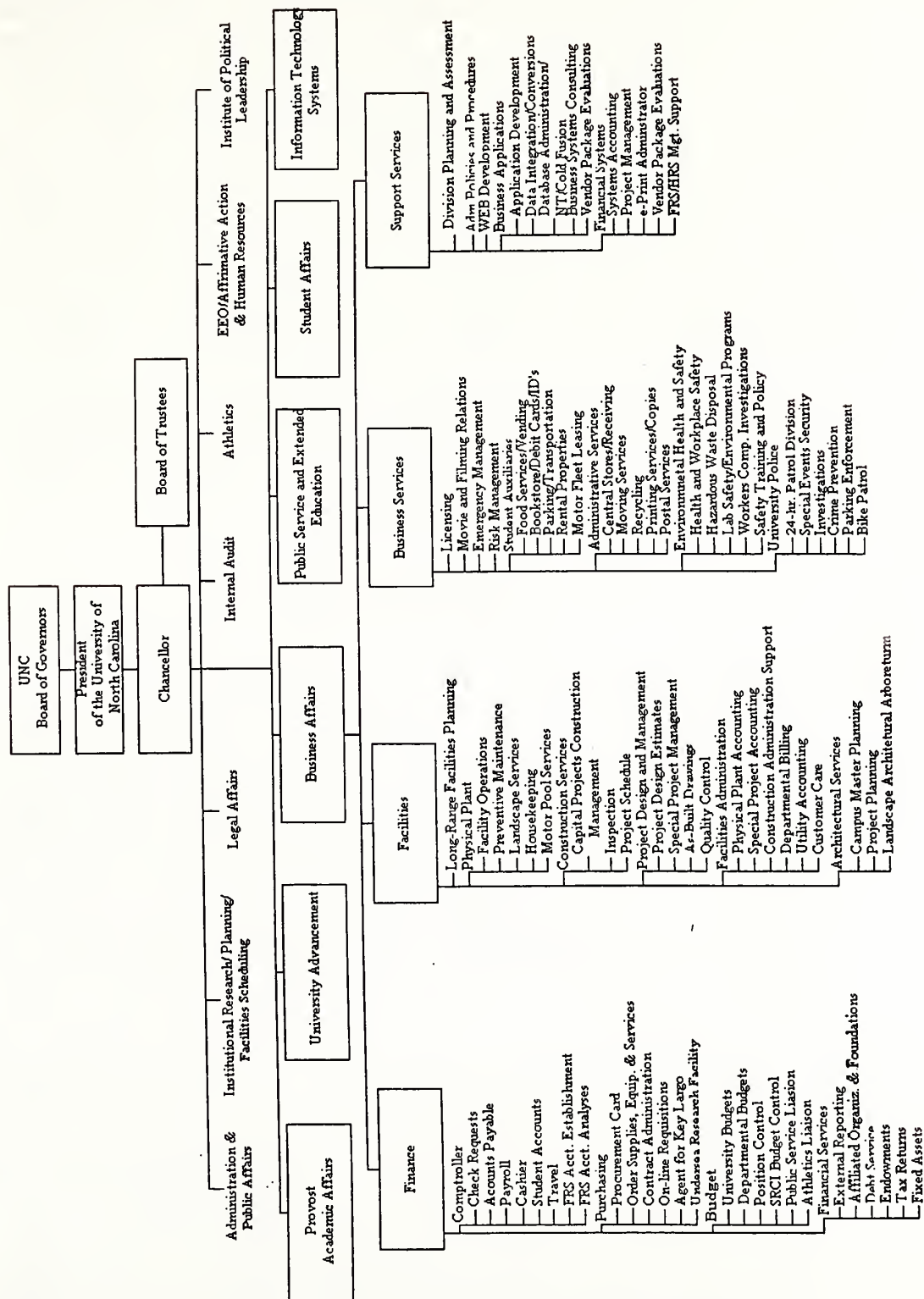
The VCBA manages the university's financial resources and ensures that those resources are effectively utilized to meet the goals of the university, as set by the Chancellor and his cabinet. Reports are given weekly to the Chancellor, and monthly financial reports are provided to all account managers, senior officers, and the Chancellor. The Chancellor delegates to the VCBA the task of reporting quarterly to the Board of Trustees on financial matters and preparing an annual financial report. The audit report by the Office of the State Auditor is filed with the Office of the Governor, the State Controller's Office, the State Budget Office, the Office of the President of the UNC system, and appropriate federal agencies. The State Auditor distributes a copy to the Chairman of the UNCW Board of Trustees.



# University of North Carolina at Wilmington

## Business Affairs

June 2001



The VCBA serves as an ex-officio member of the Endowment Board and as Treasurer of the Foundation Board. The current vice chancellor has served less than one year in this position, but brings over 30 years experience in university business administration. The VCBA meets weekly with staff to provide open communications and personal assistance to senior managers. These meetings ensure that the VCBA and staff are informed on matters affecting Business Affairs and provide a vehicle for dissemination of information regarding concerns of the chancellor, the cabinet, and the faculty. The VCBA is evaluated annually by the faculty and the chancellor. These evaluations provide feedback to the VCBA and are used as a positive force for change within the operations of Business Affairs. The VCBA serves on several faculty committees including the Faculty Senate Budget Committee, the Building and Grounds Committee, the Faculty Welfare Committee, and the Bookstore Committee. The VCBA performs the primary function of a coordinator with various facets of the university community outside of Business Affairs, and to ensure that concerns and needs of these various university components receive the attention warranted within the operations of the Business Affairs Division. Various committees have been formed by Business Affairs to provide advice and to study various functional activities managed by Business Affairs.

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### Budget Planning (6.3.3)

#### 6.3.3-1 *An institution **must** prepare an appropriately detailed annual budget.*

Development of the instructional budget begins annually at the beginning of the spring semester and culminates with the allocation of funds to departments within the Division of Academic Affairs, typically in July. The budget process is initiated with the distribution of the *Departmental Expansion Request Packet* to each academic unit and department. These packets are used to develop requests for expansions to the continuing (base) budget. The Division of Business Affairs prepares this series of worksheets for all divisions of the university. The worksheets allow each department in the Division of Academic Affairs to request new positions, specific capital items, and increases in individual department budgets.

UNCW has adopted the policy that decisions regarding the allocation of resources can best be made at the departmental level. Departmental budgets provide chairs with a management tool that can strengthen the decision-making process by requiring the establishment of departmental priorities consistent with the university's overall mission and goals. Approximately three months before the beginning of the fiscal year, departmental managers submit a completed budget request to their dean or division head for approval and subsequent submission to the appropriate senior officer. Senior officers review departmental budgets and indicate the approved funding levels, contingent upon availability of funds.

Chairs are responsible for completing the departmental expansion budget forms in consultation with departmental faculty and staff. Following instructions on the forms, departments assign a priority to each request for budget expansion and submit these to their respective dean. Directors of programs such as International Programs, the Honors Program, the Center for Teaching Excellence, et al, submit their priorities directly to the Provost. Deans review departmental requests, determine which items will be forwarded, prioritize the departmental requests, and forward this package to the Provost. The Provost reviews all submissions from deans and directors. During regularly scheduled deans' meetings in May and June, the Provost and deans determine those personnel, capital items and increases in departmental budgets that support the annual objectives established through the program planning process of the Division of Academic Affairs. The requests are prioritized by the Provost and the deans, then funded to the extent that new resources are made available to the university and the division.

On an annual basis, the constituent institutions of the UNC system may receive additional funding based on the Board of Governor's projections of enrollment growth. After the designation of the amounts and purposes of these funds is communicated to the university, usually in July, these new funds are added to the UNCW operating budget. The various approved departmental requests may then be compared to the new UNCW operating budget so that final allocations can be made to the departments. The Budget Office has the responsibility of reconciling and monitoring the approved departmental budgets to the new UNCW operating budget. The total UNCW operating budget for any one fiscal year may be best described as the sum of the state budget and any other revisions which are approved by the Office of State Budget, Planning and Management (OSBPM) that apply to that fiscal year. The state budget has two primary components: the continuation budget, which provides for the continuing level of service for existing programs; and the change budget, which is composed of the expansion budget for current operations and the capital-improvement budget. The expansion budget provides for expansion of existing programs, new programs and salary increases, and benefits. The capital improvement budget provides for construction, major repairs and maintenance, and land purchases. The state budget is enacted by the General Assembly during its regular session, and is administered by the Governor over the two-year period, or biennium.

Following review by General Administration and the Board of Governors, the continuation and change budgets are sent to the OSBPM in January. The OSBPM's staff and the Governor usually meet to finalize the economic forecast and make final decisions on the primary components of the state budget (continuation and change). The Governor's amended final budget recommendations go to the General Assembly when it convenes in February.

The Chancellor communicates priorities regularly through such pronouncements as Chancellor Leutze's Planning Goals for the Next Five Years and the University Planning and Quality Council. However, there is no formal policy that determines how priorities are determined and funds are allocated when they actually reach the campus.



**Recommendation 1:** The Chancellor, in consultation with the vice chancellors, must develop a policy determining the manner in which, for a given budget year allocation, the budget priorities are determined and funded.

*6.3.3-2 Its preparation and execution must be preceded by sound educational planning.*

The educational planning that precedes the preparation and execution of the annual instructional budget centers around the strategic plan for Academic Affairs. In 1996, the division of Academic Affairs prepared a strategic plan that was subsequently adopted by the Division as a blueprint for educational program development. Instructions distributed with annual budget packages requested that departments directly relate their expansion request to the division's strategic plan. Other evidence for sound educational planning can be found in the two planning documents (*Creating the Future: Moving Toward a Strategic Plan for Academic Affairs 2001-2005* and *Computing and Information Technology Goals and Strategies for 2000-2001*), adopted in academic year 1999-2000 by the Provost and deans.

*6.3.3-S1 It follows that the instructional budget should be substantively developed by academic officers or deans, working cooperatively with department heads, appropriate members of the faculty and administration, and representatives of the business office.*

The process of budget development is described in section 6.3.2-1, demonstrating the extensive involvement of faculty, department heads, deans, and administration. In addition, a quarterly report on flexible funding is sent to the Faculty Senate Budget Committee. Many members of the faculty, however, feel that their understanding of the budget and their involvement in it could be increased. In the 2000 Self-Study Surveys, only 42 percent of the faculty and 50 percent of the administrative staff expressed an understanding of the process involved in developing the overall university budget (20 percent and 24 percent, respectively, neither agreed or disagreed). Only 37 percent of faculty agreed that they had adequate opportunity for input in determining the university budget; 32 percent disagreed. These results indicate a continuing need to increase communication among the senior officer levels and the faculty and administrative staff regarding the university's budget process, and to increase the faculty's sense of involvement and influence over the entire budget process. The UNCW Faculty Senate Budget Committee duties, as stated in the *Faculty Handbook*, are

- to assist in, review and appraise short and long-range university budget planning;
- to advise administrators during the budget preparation process;
- to recommend to the Senate priorities for those Senate recommendations which require funding;
- to act as a contact committee with the budget committees of the Faculty Assembly and of other UNC campuses.



Little involvement by this committee in the performance of its review and advisory duties has been noted and perhaps this contributes to the perception that many faculty have that they are being ignored in the university budget process. Consequently, despite the encouraging move by Academic Affairs to initiate budgets at the department level, survey information indicates that the faculty are not involved with budget planning as they would like to be and that the policies of consultation with the Faculty Senate Budget Committee are not being followed.

**Suggestion 1:** The Faculty Senate should ensure that the Faculty Senate Budget Committee actively discharges its responsibility to assist in budget planning and to represent and inform faculty of university budget matters.

6.3.3-3 *Procedures for budget planning **must** be evaluated regularly.*

6-3.3-S2 *Similarly, budgets for other areas **should** be developed after consultation with appropriate officers of the institution.*

The procedure for planning budgets is not formally reviewed on a regular basis. Annual reports are made to the Board of Trustees by the Vice Chancellor for Business Affairs. Minor changes in the process may be proposed from time to time and these are incorporated into the process on an *ad hoc* basis in the spirit of cooperation among the administrative units. As part of the annual planning process, appropriate officers of the institution are consulted about the budget. The vice chancellors of the Division for Public Service and Extended Education, University Affairs, Student Affairs, Instructional Technology Systems Division, Business Affairs, and Public Service and Extended Education compile budget requests after consultation with Academic Affairs.

6.3.3-4 *The budget **is presented** by the chief executive officer through proper channels to the governing board for final approval.*

The Board of Governors of the UNC system approves the budgets of all 16 campuses within the university system

6.3.3-S3 *In reviewing the budget, the governing board **should** focus on matters of broad policy and*

6.3.3-S4 *normally **should not** concern itself with details.*

Both the UNC Board of Governors and the UNCW Board of Trustees focus their budgetary discussions and actions on matters of broad policy rather than details, as defined in documents establishing the authority of the president in regard to budgetary matters and describing the broad nature of the Board of Governor's budget requests.

### Budget Control (6.3.4)

*6.3.4-1 After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control **must** be established.*

The Vice Chancellor for Business Affairs delegates budget control to the Assistant Vice Chancellor for Business Affairs for Finance. Budget allocation figures are distributed to departmental budget authorities (departmental managers) as they are funded. Departmental managers must approve expenditures for non-personnel items. The appropriate Business Affairs personnel then review each expenditure request to determine the availability of funds.

The institution now has a system of position control made possible by the integration capabilities of the human resources system (HRS) with the financial records system (FRS). Funds for salary-related line items are allocated by funding source. This information is available to departments through FRS screens and monthly reports.

UNCW's electronic requisitioning system prohibits departments from creating purchase requisitions without sufficient budget balances available. Most of the university's non-personnel spending occurs through this automated purchasing system and demonstrates its effectiveness. The electronic requisitioning capability of FRS also encumbers the funds at the time of requisition. University travel also utilizes the FRS system's capability to encumber funds. All university travel is authorized via a travel authorization. Upon approval, the authorization is entered as an electronic requisition to encumber funds and reduce the budget balance available in that line.

The university's automated budget monitoring system provides additional budgetary control by generating and sending notices of over-commitment to departmental managers at the end of the month following any overspending of individual object code budgets. This might occur following the processing of manual checks, interdepartmental invoices, decentralized charges (e.g., postal charges, copying charges, and long distance telephone charges), or temporary payroll.

Departmental managers can move funding between line items or accounts in the same purpose (2000 object codes through 5000 object codes) if funds are not available in a particular line item, but sufficient funds are available in another non-personnel line item. The university's privileged status as a Special Responsibility Constituent Institution establishes this control (see below).

*6.3.4-2 The business officer **must** render interim budget statements on a periodic basis to department heads for their guidance in staying within budgetary allocations.*

*6.3.4-3 Budgetary control is an administrative function, not a board function.*

Consistent with UNCW's operating budget and subdivision into departmental budgets, the system of budgetary control established by the VCBA,

discussed in section 6.3.4-1 above, ensures that the budgetary plans of the Board of Governors and the Chancellor are carried out.

Electronic transaction ledgers, summarizing all financial activity for the month and showing year-to-date totals for expenditures, encumbrances, and available budget balances are provided monthly to each departmental manager. The senior officers, deans, and assistant vice chancellors also receive summary reports of available budget balances each month for all departments that report to them. All approved Special Responsibility Constituent Institution revisions are reflected on the monthly reports.

The notices sent to department heads by the automated budget monitoring system in the event of over-commitment of funds provide directions to department managers for correcting the over-commitment by making either a journal entry to move charges, a purchase order, a change order, or a budget revision.

*6.3.4-4 Necessary budget revisions **must** be made when actual conditions require such change and*

*6.3.4-5 **must** be communicated to those affected within the institution.*

The General Fund portion of the UNCW operating budget is appropriated by purpose and by line item. Revisions to the appropriated budget are delegated to the Chancellor. All financial activity including revisions are reported in the monthly transaction ledgers sent to each departmental manager and to senior officers, deans, and assistant vice chancellors.

Budget control at UNCW functions well, as reflected in annual audits. No audit exceptions have been taken on budget items. Generally speaking, departments are able to make most reasonable budget revisions. The personnel of the Financial Services Division constantly strive to assist and educate users on how to read and interpret monthly reports and provide other requested assistance.

The UNC General Administration designated UNCW as a Special Responsibility Constituent Institution (SRCI) institution with flexibility accounting as provided by state legislative action in 1992. SRCI institutions have the flexibility of moving funds either from salary-related to non-salary-related line items or from instructional to non-instructional purposes. Preparation and approval of an SRCI budget revision permits all movement of funds. The net effect of SRCI flexibility is to increase efficiency and effectiveness of funds allocated to the university. For example, the Division of Academic Affairs can use flexibility to respond to specific instructional needs that may arise during the academic year. SRCI procedures and forms are posted on the university web site for the Budget Office at <<http://www.uncwil.edu/budget/>>. The university must provide adequate descriptions of their use of flexibility and good fiscal year audits in order to maintain its SRCI status as permitted by the state legislature. UNCW's SRCI request form embodies an adequate description of the budget activity.



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**The Relation of an Institution to External Budgetary Control (6.3.5)**

- 6.3.5-S1 *No outside or superimposed agency **should** exercise specific and detailed control over the financial affairs of an institution.*
- 6.3.5-1 *Once funds have been appropriated, creating a budget, establishing priorities, and controlling expenditures **become the responsibility** of the institution -- operating under the jurisdiction of the governing board and subject to its policies.*
- 6.3.5-2 *The educational function of an institution **must not** be controlled through the use of budgetary techniques or controls by financial officials outside the institution.*

No external agency exercises specific or detailed control over the financial affairs of the university. The allocation of legislative financial support is made by the UNC Board of Governors who may place stipulations on how funds may be spent at each of the 16 UNC campuses. The university has complete control of all funds that are allocated without either legislative or Board of Governors restrictions, but must follow G.S. 143 and ff, the North Carolina Budget Act. North Carolina has granted budget flexibility to UNCW, which allows campus officials to reallocate monies from one major budget subhead to another. The state requires the campus to notify it only when budget changes occur.

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**Accounting, Reporting and Auditing (6.3.6)**

- 6.3.6-1 *An institution **must** adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in College and University Business Administration, published by the National Association of College and University Business Officers.*
- 6.3.6-2 *Institutions exempted from use of the required accounting system **must** arrange to provide comparable information.*
- 6.3.6-3 *All proprietary institutions **must** provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in the audit report or included as supplemental data in the audit report.*
- 6.3.6-4 *The chief business officer **is responsible** for preparing financial reports for appropriate institutional officials, board officers and outside agencies.*
- 6.3.6-5 *Periodic written reports to the chief executive officer of the institution **are essential***

The UNCW accounting system follows generally accepted principles of institutional accounting as they appear in "College and University Business Administration," published by the National Association of College and University Business Officers. (See Note 1B to the audited financial statements.)

Monthly, quarterly, and annual financial reports are prepared by the Financial Services Department and Financial Reporting for the chancellor, senior officers, university departments, state and federal agencies, third party administrators, and the UNCW Board of Trustees. The Financial Services



department and Financial Reporting both report directly to the Vice Chancellor of Business Affairs (see organization chart).

- 6.3.6-6 *An annual fiscal year audit **must** be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Board (FASB), Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants (AICPA), or, for institutions under the jurisdiction of the Government Accounting Standards Board (GASB), Audits of Colleges and Universities, also published by the American Institute of Certified Public Accountants (AICPA), or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles.*

Annual audits are conducted by the State of North Carolina Office of the State Auditor under the guidelines of "Audits of Colleges and Universities," published by the American Institute of Certified Public Accountants.

- 6.3.6-7 *If an institution is subject to Statement of Financial Accounting Standard (SFAS) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it **must** provide an additional Statement of Financial Position using one of the four highest levels of disaggregation illustrated in F.A.R.M.*

UNCW comes under the purview of Government Accounting Standards rather than financial accounting standards (FASB 117).

- 6.3.6-8 *The additional statement **must** be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report.*

N/A

- 6.3.6-9 *A for-profit institution and its corporate parent, if any, **must** add to their audit report a separate schedule indicating the disposition of profits, including detailed information on corporate income taxes paid, both state and federal, and on dividends distributed to stockholders.*

N/A, UNCW is a non-profit institution.

- 6.3.6-10 *A public institution included in a statewide or systemwide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, **must** have available, in lieu of audited financial statements, a Standard Review Report in accordance with AICPA Professional Standards AR 100.35 to include current funds expenditure classifications and amounts in accordance with generally accepted*

*principles of institutional accounting, and the institution's current fund balance sheet.*

A separate institutional audit report for the year ended June 30, 2001 is available.

*6.3.6-11 Institutions in this category **must** provide either a separate or a consolidated balance sheet.*

A separate balance sheet is part of the report.

*6.3.6-12 The auditors **must** not be directly connected with the institution either personally or professionally.*

The State of North Carolina Office of the State Auditor audits UNCW. This office is not directly connected with UNCW.

*6.3.6-13 An effective program of internal auditing and financial control **must** be maintained to complement the accounting system and the annual external audit.*

The Office of Internal Audit at UNCW performs audits of the university departments, auxiliaries, and subsidiaries. The department has a staff of four, which performs reviews, campus wide. These audits consist of tests of financial transactions, systems, regulatory compliance and the effectiveness of processing. Reports are provided quarterly to senior management, the Chancellor, and the Business Affairs/Audit Committee.

The Audit function is a staff and advisory function reporting directly to the Chancellor. An Internal Audit Planning document with goals, objectives and expected outcomes is included in the departmental manual and available to the campus at the website (<<http://www.uncwil.edu/ia/>>). An audit plan based on financial impact, internal control, and results of prior audits is prepared biannually for major revenue and expenditure sources.

Departmental evaluation forms are available through the website. Audit reports are provided to each Vice Chancellor and the Chancellor quarterly.

*6.3.6-14 However, in those cases in which a public institution's financial report is included as part of a comprehensive certified state or system financial report and a separate annual audited report is not available, the institution **must** have an established procedure to ensure the effectiveness of internal controls.*

A separate annual audited report is available. The Office of Internal Audit conducts financial audits that concentrate on a review of the financial transactions and adequacy of internal controls.

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### Purchasing and Inventory Control (6.3.7)

**6.3.7-1** *An institution **must** maintain proper control over purchasing and inventory management.*

Purchasing Services reports to the Assistant Vice Chancellor for Business Affairs for Finance. Central Stores is under the director of auxiliary services, who reports to the Assistant Vice Chancellor for Business Affairs for Business Services.

Central Stores has an online catalogue, which allows departments to see what is available for purchase and to purchase electronically. Deliveries are made daily to departments. Central Stores management works closely with Purchasing Services to determine which items are purchased repetitively and should be available through Central Stores. Departments are also encouraged to make requests to Central Stores for items to be stocked.

Requisitions for goods and services not available through Central Stores are electronically input to Purchasing Services. Requisitions are allocated to agents by commodity. Upon receipt of the requisition, the agent determines if the item(s) requested is available on a North Carolina state term contract. If so, a purchase order is generated to the state contract vendor. If not, the agent either places the order to the requested vendor or solicits quotations, bids or proposals, based on the General Purchasing Guidelines. The purchasing procedures currently in use work well along with on-line purchasing and use of the purchasing cards for items not available through Central Stores. This has greatly reduced paperwork and assisted in exercising control in this area. The Director of Purchasing Services has been delegated the responsibility of signing and maintaining the files of all contracts for services, equipment maintenance, lease agreements, and minor construction.

UNCW has been designated as a pilot site for the statewide purchasing card. This is a Visa Card that is issued to individuals for the purchase of small supply items for the university. Though the card is issued to the individual, the university is responsible for the payment of obligations against the card. The card may not be used to purchase items that are available in Central Stores.

Assets is now a department under Financial Services separate from Purchasing. Electronic copies of purchase orders are processed, monitored and defined by Fixed Assets. UNCW inventory control procedures conform to those used by the North Carolina General Administration and State Controller.

**6.3.7-S1** *The administration and governing board **should** protect responsible purchasing officials from the improper pressures of external political or business interests.*

The purchasing power of the university may not be used for private advantage or gain. Purchases under contracts made by the agency, except those in accordance with General Statute 143-58.1, shall not be allowed for personal use



out of private funds, nor shall agents place orders for articles for ownership by employees or other individuals (*Authority General Statutes 143.53; 143.58.1*).

Every reasonable effort shall be made to avoid making purchases from or through employees of the university [*Authority General Statutes 143.53; 143.60(5)*].

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**Refund Policy (6.3.8)**

*6.3.8-1 The university **must** adhere to a published policy and procedure for refunding fees and charges to students who withdraw from enrollment.*

*6.3.8-2 The policy and procedure **must** be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publication.*

UNCW has established and published a refund policy for refunding tuition, fees, and charges to all students. The university policy applies to all students and is published in the undergraduate and graduate catalogues. The current policies as published are adequate and compare favorably to other institutions.

The UNCW Refund Policy complies with the requirements of the university's accrediting agency and the U.S. Department of Education. Students following the official withdrawal process will receive a refund under the university's policy. To officially withdraw from the university, students must complete an official withdrawal form obtained from the Registrar's Office. Any outstanding financial obligations to the university will be deducted from the amount refunded.

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law requires UNCW to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. Once a student completes more than 60 percent of the enrollment period, students are considered to have earned all funding received. Students are encouraged to meet with their financial aid counselor prior to making the decision to withdraw from school.

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**Cashiering (6.3.9)**

*6.3.9-1 There **must** be a suitable organization and adequate procedures for the management of all funds belonging to the institution.*

The Cashier's Office is the centralized repository for receipting all funds to the university in accordance with the North Carolina Statute 147-77, North



Carolina Budget Manual 5.1, and UNCW Administrative Procedures Manual CSH 1.10. These regulations govern the receipting, accountability, control, and depositing of funds by the university.

- 6.3.9-S1 *The cashiering function **should** be centralized in the business office, and*  
 6.3.9-2 *there **must** be a carefully developed system for the receipt, deposit and safeguarding of institutional funds.*

The majority of the cashiering function occurs within the centralized business office, however, upon written consent from the Comptroller, certain departments are responsible for maintaining a receipting process consistent with university policy. Examples of such departments include Public Service and Extended Education and the University Bookstore.

An official university policy, CSH 1.10, Cash Receipts, can be found on the web at <http://www.uncwil.edu/sp/admproc/Csh110.htm>. The policy, which applies to all university departments and activities, explains university policy and procedures for the handling of cash and other receipts. The policy provides departments with needed information if they receive cash or cash equivalents on a non-recurring basis, or if the department wishes to have privileges for receiving cash, checks, credit cards, and/or electronic funds transfer on a recurring basis. In the latter case, the department or activity must apply with the Comptroller for cash receipting privileges.

The policy also provides that the Comptroller be notified of changes in purpose of receipting or changes in personnel to be involved in the receipting process. The policy states, "All departments that intend to receive cash on campus as a part of their normal operation must register with the Comptroller and receive advance approval for each receipting purpose. Examples of receipting purposes include, but are not limited to, payments for fines, fees, merchandise, or services provided. Departments must notify the Comptroller when these purposes change or when there are receipting personnel changes."

The policy also states that all departments approved for receipting cash must adhere to a departmental record-keeping manual provided by Accounting and made available in the SACS documentation. One of the rules in the Cash Receipts policy and the manual meets the requirement of North Carolina Statute 147-77. This rule states that departments and activities of the university which have more than \$30 in depositable currency and coin (including checks) must deposit funds daily and receipt the deposit in the Cashier's Office. Deposits of less than \$30 must be receipted in the Cashier's Office at least once a week.

All cash receipting outside the Cashier's Office goes through a verification and reconciliation process within Financial Services. Acceptance of credit card payments over the internet, via Web-based applications, must meet the Office of State Controller's policies for Electronic Payment Acceptance & Processing, which includes participation in Statewide Merchant Service agreement and minimal impact to current account receivable and cash management processing or policy.

All funds receipted at the Cashier's Office are deposited the following morning at a local bank (Wachovia Bank and Trust, N.A.) or the North Carolina State Treasury. The daily deposits are recorded, and certifications of deposit are prepared and sent to the State Treasurer's Office in Raleigh by courier mail. UNCW Campus Police officers transport the deposits to the local bank. Return of deposit slip from Wachovia and verification of state treasurer report verifies actual deposits made to the bank agree with cashiers' reports. Cash on hand is held in lockable money trays during regular working hours. During closed hours, all cash and cash equivalents are secured in the locked trays and located in a walk-in vault. The Cashier's Office is secured nightly with an alarm system. All cash receipting outside the Cashier's Office goes through a verification and reconciliation process within Financial Services.

Annually, all departments with cash receipting privileges complete a Self Assessment of Internal Controls questionnaire as required by the State Auditor and administered by Internal Audit. All funds and procedures are subject to audit by authorized university personnel and the Office of the State Auditor. The Cashier's Office is reviewed periodically by the UNCW Internal Audit Department and annually by the Office of the State Auditors.

Monies received in the Cashier's Office are recorded either through the general ledger cash receipting system or the Student Information System (SIS). Both systems require special operator numbers and passwords to safeguard access. All financial activity for students is receipted on the SIS system, which is an on-line real-time system. SIS receipts are consecutively numbered, assuring accountability for all receipts issued. Control reports are receipted through the cash-receipting system. The cash receipting system is a subsystem of the Financial Records System (FRS). There is check of authorized personnel with every deposit received, a daily reconciliation of deposits received and entered into FRS, as well as two-man control of deposit receipt and review.

6.3.9-3 *All persons handling institutional funds **must** be adequately bonded.*

All personnel within the cashiers' office are covered by a blanket State of North Carolina honesty bond. There is no individual bond for the cashiers, nor is there one required.

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### **Investment Management (6.3.10)**

6.3.10-1 *The institution **must** have a written statement of its investment policies and guidelines approved by the board.*

6.3.10-S1 *The policies and guidelines **should** set forth the investment goals of the institution, conditions governing the granting or withholding of investment discretion, a description of authorized and prohibited transactions, and the criteria to be used for performance measurement of both short- and long-term investments.*

6.3.10-2 *Investment policies and guidelines **must** be evaluated regularly.*

UNCW has three types of investment funds: endowment principal, cash on deposit with the State Treasurer and, from time to time, cash from construction loans. Investment of endowment funds is controlled by a separate Endowment Board appointed by the Board of Trustees pursuant to instructions contained in UNC General Administration Administrative Memorandum No. 93 dated October 28, 1977. UNCW is required to deposit all funds with the State Treasurer's Office. The investment of these funds is not under the control of UNCW or its Board of Trustees. Investment funds received from construction loans are usually limited by the loan agreement to government securities or commercial-bank certificates. These funds are generally deposited with the State Treasurer.

Due to state laws, to UNC General Administration policies and procedures, and to other external factors, UNCW administrators have little flexibility in the investment of university assets. The only significant pool of university assets available for investment is under the control of the Endowment Board. The Chancellor and Vice Chancellor of Business Affairs have developed broad guidelines and policies regarding the investment of endowment principal for the Board of Trustees in response to the following two recommendations from the 1992 SACS visiting team:

- "...that UNCW adopt guidelines and policies regarding the investment of endowment principal."
- "...that a procedure be set in place which will ensure that the guidelines and policies are updated regularly,"

and also a recommendation to the 1990 Self-Study

- " that the Chancellor and the Vice Chancellor for Business Affairs should develop broad guidelines and policies regarding the investment of endowment principal for the Board of Trustees. An appropriate resolution should be passed by the Board of Trustees adopting these guidelines and policies. This information should be supplied to the Endowment Board and should be published."

These guidelines and policies are published by the Board of Trustees of the Endowment of the University of North Carolina at Wilmington in the *Investments Policy Statement*. The current asset mix of the Endowment is 30-40 percent Fixed Income, 30-35 percent Multi-Strategy Equities, 18-21 percent Large Cap Equities, 3-3.5 percent Small Cap Equities, 6-7 percent International Equities, and the remaining in Emerging Markets Equities and Real Estate. The asset mix of the endowment funds is reviewed annually by the Endowment Board as required by the *Investments Policy Statement*.

*6.3.10-S2 Members of the governing board should be aware of their fiduciary responsibility for the institution and their responsibility for securing maximum investment returns consistent with the approved investment policy.*

The North Carolina General Statutes (116-36) and Section 704 of *The Code of the Board of Governors of The University of North Carolina* authorizes each constituent institution's board of trustees to establish permanent endowment



funds for its institution. The “Delegations of Duty and Authority to Boards of Trustees” states,

Subject to applicable provisions of State law and to such terms and conditions as may be prescribed from time to time by the Board of Governors, each Board of Trustees shall be responsible for the preservation, maintenance and management of all properties, both real and personal, funds and other things of value which, either separately or in combination, constitute all or any part of the authorized endowment or trust funds, either currently in existence or to be established in the future, for the benefit of the individual constituent institution.

Members of the UNCW Board of Trustees are aware of this fiduciary responsibility. Based on the policies of the UNC Board of Governors (see Administrative Manual at VI-B-1 or Administrative Memoranda #93 and #399), the UNCW Board of Trustees place responsibility for investment of endowment funds in the Endowment Board of The University of North Carolina at Wilmington, which operates under an approved investment policy.

*6.3.10-S3 They **should** avoid involvement in conflict of interest situations.*

Conflicts of interest on the part of members of the UNC Board of Governors and the UNCW Board of Trustees are addressed in the North Carolina General Statutes (Section 14-234, “Director of Public Trust Contracting for His Own Benefit; Participation in Business Transaction Involving Public Funds”; Section 14-236, “Acting as Agent for Those Furnishing Supplies for Schools and Other State Institutions”).

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#### Risk Management and Insurance (6.3.11)

*6.3.11-S1 The institution should have a comprehensive risk management program that includes risk evaluation, risk avoidance and insurance.*

*6.3.11-S2 Adequate replacement protection for all physical facilities **should** be covered by appropriate levels of insurance or appropriate provisions for obtaining funds.*

The Special Assistant to the Vice Chancellor for Business Affairs identifies and assesses alternative methods to address risk as well as the need for procuring and administering insurance coverage for the university. The Director of Safety and the Chancellor’s Safety Committee (which has existed since 1986) are charged annually with evaluating the campus, making recommendations for reducing risk, and improving safety. Additionally, each unit with computing dependency has filed a comprehensive Disaster Recovery Plan.

By North Carolina General Statute Article 31, Section 58, the State Property Fire Insurance Fund (SPFIF) Division has been established within the State Department of Insurance to act as a special fund to provide insurance coverage for the State. This division has the singular statutory authority to purchase and manage the insurance of state property, officials and employees.



The SPFIF is also authorized to either direct the purchase of insurance or to “self-insure” the risk. Accordingly, all insurance required by the university is placed through the SPFIF.

When the SPFIF directs that insurance coverage is to be purchased externally, the university is statutorily obligated to market the university’s requirements through the State’s “agent of record,” the North Carolina Association of Insurance Agents, Incorporated (NCAIA) (General Statute. 58-31-55). The NCAIA may serve only the State and, therefore, may not market nor procure insurance for private parties.

Based on these statutory delegations, the university is prohibited from obtaining any of its insurance needs directly from an insurance company without placing the requirement through the Department of Insurance (SPFIF) or the NCAIA.

The following insurance protections are currently in place:

1. Fire Insurance (Coverage by the State Fire Insurance Fund): All buildings are automatically covered. New buildings are reported when they have been accepted from the contractor.
2. Extended Coverage (State Fire Insurance Fund): This covers damage by riot, explosion, vehicle, smoke, hail, aircraft, and windstorms. Extended Coverage is carried on all university buildings, including the Chancellor’s house and structures away from the main campus.
3. All Risk Coverage (State Fire Insurance Fund): This coverage, which departments may request, covers all risks, but mainly theft and vandalism. There is a \$1,000 deductible for theft and a \$500 deductible for all other losses. Departments are assisted in determining the cost and advisability of carrying this coverage.
4. Vehicle Liability Insurance (Commercial): All state vehicles are automatically covered. The Independent Insurance Agents Association negotiates a statewide contract.
5. Vehicle Collision Insurance: Coverage is carried at the department’s request.
6. Fine Art Insurance: Policy is obtained annually through the agency for: (a) art owned by the university while on campus, in-transit, or on loan; and (b) art that is on loan for exhibits in university buildings.
7. Athletic Insurance: Athletic accident insurance is obtained through the Independent Insurance Agents Association and is renewed annually through a master plan.
8. Boiler Insurance: All boilers on campus are covered through the NCAIA.
9. Boat Insurance: All boats under thirty feet are insured for liability. Boats over thirty feet are covered for liability and hull damage through the NCAIA annually.
10. Crime Insurance: A master crime policy is renewed annually to cover losses during peak periods at the beginning of each semester.

Need of each department is coordinated and coverage obtained through the NCAIA.

11. Honesty Bond and Computer Fraud: The State's blanket Employee Dishonesty and Computer Fraud Insurance is renewed annually.
12. International Students Insurance: Enrolled international students are insured through this master policy.
13. Study Abroad Insurance: Medical and Accident Insurance coverage is provided to students, faculty, staff participating the UNC System-wide Worldwide\* Study/Travel Abroad Policy.
14. Student (Domestic) Health Insurance: Student injury and sickness insurance is provided on a voluntary basis through a master plan administered by the NCAIA.
15. Medical Liability Insurance: This insurance renewed annually provides professional liability to students and faculty enrolled in medical courses.
16. Postal Contract Bond: This insurance is renewed annually to change coverage or limits as required by the US Postal Services. The limits are based on the amount of accountable stock at the UNCW postal unit.
17. Discover Program Insurance: Accident and Health is provided to persons participating in, attending or preparing for Outdoor Leadership Trip activities.

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#### Auxiliary Enterprise (6.3.12)

6.3.12-1 *The auxiliary enterprises operated or contracted for by the institution **must** be documented and operated in a fiscally responsible manner.*

As each of the auxiliary operations is receipt supported, it is vital to have a solid financial base so as to draw upon those financial resources to fulfill the institutional purpose. The auxiliary operations are well organized and managed with a solid financial base established for each auxiliary program. The auxiliaries are subject to line item budgeting requirements and the budgeting cycle ensures the financial integrity of the operations. Comparisons of the 1990, 1995, and 2000 *Statement of Revenues, Expenditures, Transfers, and Fund Balance* for the Student Store, Parking, Vending Operations, and Postal Services show the following highlights:

##### Student Store:

- Total sales have increased 104 percent from \$2.4 million in 1990 to \$4.9 million in 2000.
- Total transfers from revenues to their Bookstore Scholarship Fund increased 151 percent from \$35.3 thousand (1.5 percent of total sales in 1990) to \$88.5 thousand (1.8 percent of total sales in 2000).

Parking Lot Maintenance and Operation Fund:

- Total revenues have increased 117 percent from \$.6 million in 1990 to \$1.3 million in 2000.
- More than half of revenues (59 percent of total revenue in 2000) fund security, debt service, and to establish reserves for traffic improvement.
- A portion of the current expenditures goes directly to support alternative forms of transportation such as the Seahawk Shuttle, a bus service for campus and local commuters.

Postal Services:

- Total revenues have increased 88 percent from \$249 thousand to \$469 thousand.
- Net income decreased from \$4,741 in 1990 to (\$8,794) in 2000.

Vending Operations Fund

- Total sales increased 9.4 percent from \$149 thousand in 1990 to \$163 thousand in 2000.
- Loss from operations decreased from (\$35,029) in 1990 to (\$4,416) in 2000.

**-13-****Recommendations/Suggestions**

**Recommendation 1:** The Chancellor, in consultation with the vice chancellors, must develop a policy determining the manner in which, for a given budget year allocation, the budget priorities are determined and funded. (6.3.3-1)

**Suggestion 1:** The Faculty Senate should ensure that the Faculty Senate Budget Committee actively discharges its responsibility to assist in budget planning and to represent and inform faculty of university budget matters. (6.3.3-S1)

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**Appendices**

### 6.3 Committee Members

Dargan Frierson, Jr., Chair	Mathematics and Statistics
Rose Breslau	Randall Library
David Gill	Specialty Studies
John Huntsman	Earth Sciences
Robert Russell	Director of Resource Management
William Sackley	Economics and Finance
Rebecca Sawyer	Accountancy and Business Law
Robert Toplin	History

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## 6.4: Physical Resources

### -1-

#### Summary

In the face of significant increases in student, faculty and staff size, with concomitant growth in the physical plant, over the last decade, UNCW has responded rather well in providing the physical resources necessary to accomplish its mission in a conducive learning environment.

Space is at a premium, especially for classes, labs and offices. The recent addition of Dobo Hall in 1997 (Biology and Chemistry), a Center for Marine Science in 1999, a new general classroom building (2001), and a student Recreation Center (2000) have helped ameliorate this shortage. Additionally, The Higher Education Bond issue passed by North Carolina voters in November 2000 provides \$108,000,000 for another general classroom building, a new building for the School of Education, a Fine Arts building and renovation of several existing buildings. But the bond will not solve all classroom and office needs, especially since the state is expecting a continuing increase in the UNC system student enrollment. UNCW will have to continue to be creative as it examines future space needs.

One responsibility of UNCW's Division of Business Affairs is to maintain a plan for keeping the institution's physical resources in good order. This plan, which is primarily carried out by the Physical Plant Department and the Project Design & Management Department, has a detailed schedule for multiple levels of maintenance and repair, including estimates of costs and written records of pending and completed work. The entire plan and its components undergo review on annual and longer-interval bases.

UNCW does take reasonable and effective steps in providing a healthy, safe and secure place to work and live. The University Police Department enforces state and local laws, parking ordinances, and university rules and regulations, while the Safety Department has the administrative responsibility of compliance with all federal, state, and local regulations related to environmental health and safety. The latter department has a comprehensive safety plan that is regularly reviewed and updated. The Police Department has reported difficulty in keeping the number of officers it would like to have on staff, and the projected cuts in the state budget may exacerbate this problem.

UNCW does keep a current written physical facilities master plan. The most recent Master Plan Update for campus development was prepared in 1997 and is posted on the university's web site.

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#### Introduction

The Section 6.4 committee reviewed the Business Affairs Division unit report and other documents pertaining to planning, maintaining, reviewing and evaluating the adequacy and safety of the buildings, equipment and campus of UNCW. The committee met in person once, and all subsequent business was conducted by e-mail.

*The 1990 Self-Study Report* made five suggestions relating to physical resources. Four of the five have been addressed in the intervening period. However, one suggestion has not been addressed, and the situation that prompted that suggestion still applies: "The

Board of Trustees should consult with the Building and Grounds Committee of the Faculty Senate about development of the Master Plan. In particular, the Buildings and Grounds Committee should be consulted prior to any proposed campus changes that might disturb the campus's natural state.” Please see the suggestion in section 6.4.4.

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### Physical Resources (6.4)

- 6.4-1 *Physical resources, including buildings and equipment both on and off campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.*

Currently, the UNCW main campus consists of 640 acres, with 225 acres undeveloped. Building area coverage is approximately 4 percent, roadways and parking, 14 percent; approximately 180 acres is landscaped for pedestrian circulation, another 45 acres for athletic fields, and 10 acres for physical recreation.

The facilities and landscape plan of the university are designed to provide easy access and contribute to the effectiveness of learning. The majority of the university's buildings are located on the main campus tract. The campus proper is separated from the city by Route 132 and wooded buffer areas, which give it a rural sense. The structures are sited with generous areas of open spaces between which are an abundance of natural longleaf pines and some hardwoods. The buildings are interconnected with a network of concrete walks, which are well lighted. A central promenade of approximately one half mile in length, the Chancellor's Walk, connects Randall Library and the Campus Commons with Wagoner Hall, the cafeteria. Seating and gathering nodes are situated at building entries. The more open natural spaces at the Commons and in front of Wagoner Hall present informal spaces for recreation and relaxation.

There are 25 academic buildings on campus. They are of modified Georgian architecture in exterior design and constructed of brick, providing a sense of unity and history in appearance. The buildings are well maintained both within and without, and being relatively new, are free of many of the problems associated with older buildings. Essentially all of the buildings are air conditioned and heated. The Accessibility Index for all UNCW facilities was 89.2 percent as of Fall 1999. The university also began to lease space off-campus in Fall 2000 for administrative and other uses (see discussion below in section 6.4.1)

Recent patterns of growth have brought challenges to our physical resources, most notably for space within buildings. As we now stand, the physical resources of the university are barely adequate to serve the stated purpose, programs and activities of the institution (see discussion of space management below).

*6.4-S1 The physical environment of the institution **should** contribute to an atmosphere for effective learning.*

The campus of UNC Wilmington is an institutional Arboretum. The Arboretum supports academic departments with specimen plantings and living laboratories of native biological communities. It is intended to educate the campus and regional communities about native and cultivated plants, improve the beauty and atmosphere of the campus setting, engage in and promote the conservation and preservation of our natural resources, and provide public services. In addition to the cultivated landscape, the Bluethenthal Wildflower Preserve, wetlands, and pine savanna all display the richness of our native flora.

In addition to the main campus area, there are several other occupied areas: the Chancellor's Residence; Kenan House and the associated buildings (Wise/Alumni House, Brunson House and Padrick House), which are located near downtown Wilmington at the corner of 17<sup>th</sup> and Market Streets; the Center for Marine Science (CMS) with two locations (the original site located on U. S. Route 76 near Wrightsville Beach and the new Center for Marine Science facility at Myrtle Grove on the intracoastal waterway); and the Ev Henwood Nature Preserve in Brunswick County. The satellite campus, which is the location of the new marine science center, has direct access to tidal marshes, navigable waterways, and the ocean.

The campus members believe that the beauty and layout of the physical environment successfully contributes to an atmosphere conducive to effective learning. When asked in the *2000 SACS Self-Study Survey* whether "the learning environment for students at UNCW encourages scholarly and creative achievement," 80.7 percent of faculty agreed.

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**Space Management (6.4.1)**

*6.4.1-1 Space allocated to any institutional function **must** be adequate for the effective conduct of that function.*

The primary issue with physical resources at UNCW is a shortage of interior space. While growing in enrollment, the space per student has not grown proportionately. Compared to the benchmark institutions, UNCW is at a considerable space disadvantage in terms of space per FTE and assignable space (see Tables 1-4 of the Business Affairs Self-study report). For example, in Fall of 1998 (last comparable time period), UNCW has 68 square feet per FTE while Appalachian State University had 86, and the UNC System average square foot per FTE was 94. The table on the following page, shows the increasing shortage of space and the university's response.

As the Executive Summary of *The University of North Carolina at Wilmington Facilities Profile and 10-Year Capital Plan* points out, UNCW's rapid growth, combined with traditional funding methods from the North Carolina General Assembly, has lead to a space shortage and resulting need for new



buildings that will take several years to accommodate. As stated in the *Academic Affairs 2000 Self-Study Unit Report*,

Instructional space availability remains one of UNCW's most pressing needs. Currently, UNCW operates with approximately 64 square feet of instructional space per FTE student, making the University the most efficient user of instructional space in the UNC system, or the most crowded. Instructional space is funded by the state legislature, unlike space for student services, which can be funded by student fees. Thus, the University must rely on state appropriations to meet its instructional space needs, both for new space and for renovation of existing instructional space. While current instructional space is adequate, barely, to maintain the University's academic programs, unless funds for additional space is obtained the University cannot increase the size of its student body without seriously diminishing the quality of its instruction.

In response, senior administrators decided to limit growth for several years.

As further evidence, all academic departments were asked to respond to this **must** statement, and the overwhelming number mentioned space concerns (see table below).

**Table 106: Ten-Year Space Changes**

	1990	2000	% change
Student Clock Hours	97,249	136,748	40.6 %
Total Full-Time Teaching Faculty	343	426	24.2 %
Number of Classrooms and Teaching Laboratories	114	132	18 %
Square Feet of Academic Space per FTE Student	74	63	-14.9 %
Average Classroom Hours per Week	33.6	37.3	11.0 %

**Table 107: Academic Unit Space Concerns**

Units responding (21) to 6.94.1	Percentage
Space is adequate, or will be Fall 2001 with new building opening	29%
Space is currently adequate, but no room for growth	19%
Space is barely adequate for current needs	24%
Space is inadequate (Recommendation made)	29%

As reflected in the *2000 Faculty-Staff Survey*, available space is of serious concern to the campus community:

**Table 108: Space Concerns**

	Agree	Disagree
The physical resources, buildings, and equipment meet the needs of the University	31.7 %	58.8 %
There is adequate space for University academic and administrative functions.	23.5 %	67.6 %
Laboratory and studio space is adequate.	35.3 %	55.4 %

Based on current enrollment predictions and estimates of square foot per FTE (found on the web at [http://www.uncwil.edu/Univ\\_Planning/Agenda\\_Documents/Enroll\\_Proj\\_Data.htm](http://www.uncwil.edu/Univ_Planning/Agenda_Documents/Enroll_Proj_Data.htm)), both academic and student service space will be required in the future. See "UNC Wilmington Enrollment Projections and Resulting Planning Information," on the next page, for the specific projections. According to these data, in order to meet and maintain the university's goals into the future, the university will need additions for academic space for classrooms, offices and public service; student services (including food service); and physical plant operations.

In an attempt to keep up with enrollment and faculty growth, UNCW has undertaken a comprehensive process of dealing with space issues on campus. Most significantly, the university has added several buildings since the last self-study:

Academic buildings:

- Dobo Hall (Science building), 1997
- Marine Science Center at Myrtle Grove, 2000
- Lakeside Hall (New Classroom Building), 2001
- Addition to Bear Hall (for P&R), 1996

Student services (fee supported) buildings:

- Student Recreation Facility, 2000
- Honors House Residence, 1999
- International House Residence, 1999

Secondly, in order to meet the need for additional administrative space and to provide some flexibility when construction and renovations begin, the university began leasing off-campus space during Fall 2000. Public Service and Extended Education, Information Technology, University Advancement, Financial Aid, Human Resources, and Payroll are or will be located in one of these leased facilities. The severe lack of academic space for the Art program resulted in the creation of studio space in this leased facility. A new program in public history also occupies a portion of this building. The campus realizes that these academic moves off-campus are not ideal and will take steps to move these function back on campus once space becomes available. A second leased facility is located in the county's Northeast Library near Wrightsville Beach. This facility houses the Executive Training Program operated by the Division for Public Service and Extended Education.

**Table 109: UNCW Enrollment Projections and Resulting Planning Information**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Fall Freshmen	1,673	1,750	1,770	1,738	1,759	1,794	1,809	1,877	1,925	1,931	1,937
Fall FTE	9,068	9,380	9,671	9,873	10,072	10,274	10,506	10,769	11,025	11,233	11,410
Spring FTE	8,434	8,666	8,951	9,126	9,296	9,550	9,750	9,976	10,193	10,370	10,525
Square Foot Per FTE	68.0	65.8	63.8	67.3	66.0	67.9	75.2	73.4	71.7	70.4	69.3

This increase in academic and administrative space has assisted in meeting our needs for the moment, but space continues to be at a premium as the university enrollment has grown and is expected to grow in the future.

Thirdly, to make more effective and efficient use of campus facilities and to meet both our academic and public service mission, the university created a facilities scheduling office and purchased software for both class and event scheduling. An attempt made in the mid-90's to schedule classes using a computerized process was deemed to be both ineffective and was less than accepted by the academic community. A process improvement team composed of administrative staff, department chairs, and associate deans studied the class scheduling process and recommended that the campus adopt a more hands-on approach. Following these recommendations, the campus purchased additional software that allows department chairs to enter class schedules directly into the student information system. This approach produces a much more accurate database which has fewer scheduling conflicts, more up-to-date faculty assignments, and better utilization of limited campus classroom space.

Since the university has experienced severe space problems over the last decade, it has spent considerable time and effort analyzing course-scheduling patterns. The Office of Institutional Research reports the results of its scheduling research to the Provost, who in turn works with the Deans to make changes in the way departments establish course schedules. The Assistant to the Chancellor for Planning served as a member of a UNC system task force that developed a set of system-wide space standards for classrooms, laboratories, offices and library space. UNC Wilmington is only one of two UNC institutions that places above the standard for classroom utilization.

Lastly, as a response to space needs on university campuses all over the state, the Higher Education Bond issue was passed by North Carolina voters in November 2000. This bond provides UNCW with \$108,000,000 for new construction and renovation of existing buildings that will help to alleviate UNCW's space shortage. With our share of the bond funds, UNCW plans to build several new buildings (a School of Education; an academic classroom building for creative arts; a general classroom building for mathematics and business classes; a new computer center; and a marine science operations center) and to renovate several others. (See <http://www.uncwil.edu/uniadv/relations/nov7bond/2pageUNCWsummary.pdf> for a discussion of the university's plans for its share of the bond dollars.) The bond will not, however, solve all classroom and administrative space needs. The university will have to continue to be creative as it examines and addresses future space needs.

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### **Buildings, Grounds and Equipment Maintenance (6.4.2)**

#### **6.4.2-1 *An institution must have a plan for the upkeep of its property.***

The Division of Business Affairs does have such a plan. Most routine maintenance, preventive maintenance and repair is planned and/or performed by



the Physical Plant Department. The procedure for maintenance is found in the *Administrative Procedures Manual, PHY 1.20 - Corrective Maintenance, Repairs, and Work Requests*. Additionally, a comprehensive *Landscape Master Plan for The University of North Carolina at Wilmington--An Arboretum Campus* has been published (Obrien Atkins, August 1998, <<http://www.uncwil.edu/arboretum/masterplan/index.html>>).

Major maintenance and replacement projects, including some deferred maintenance projects, are generally contracted under the oversight of the Project Design & Management Department.

*6.4.2-2 At a minimum, the plan must address routine, preventative and deferred maintenance of buildings, equipment and grounds.*

The objectives of the Maintenance and Operations section of the Physical Plant Department are to maintain and repair existing facilities and related electrical and mechanical equipment, maintain and repair outdoor lighting systems, utilities and signage, and arrange and monitor contract services (e.g., air filters, elevator service, pest control, painting, trash, etc.). Preventive maintenance is performed on all electrical and mechanical systems for all facilities, including state and auxiliary buildings, and on all motor vehicles. The M&O section of Physical Plant also plans annually for the testing, calibration, and maintenance of three specific types of major equipment: chillers, boilers, and transformers. The buildings and equipment are maintained by use of a computerized maintenance management system that schedules the preventive maintenance at pre-determined frequencies, and tracks the last date of maintenance performed and the next scheduled date. When new equipment comes on-line, preventive maintenance requirements are entered into the computerized system with a description of the item or equipment, its ID numbers, and the substance and frequency of repair. A staff member is assigned to monitor the system and to generate work orders to respective shops as the facilities management software requires.

In the Faculty-Staff Survey, 69.5 percent of all respondents agreed with the statement, "The buildings I use are well maintained"; 70.8 percent agreed that "repair requests are acted upon within a reasonable time"; and 96.5 percent agreed that "the campus grounds are well maintained."

As a result of the concerns addressed in the first two responses, the UNCW Physical Plant has identified the need for additional housekeeping staff.

*6.4.2-S1 Where appropriate, it should verify the estimated costs of maintenance as well as when and how it is to be performed.*

*6.4.2-S2 There should be a written schedule for regular maintenance activities and a written record of projects completed.*

*6.4.2-3 The plan must be operational and evaluated annually.*

The Physical Plant Department has several mechanisms to predict future maintenance needs. A long-range (five-year) plan is used to project resources and

costs of maintenance. In addition, a yearly Capital Renovation and Repair Plan is used to predict costs and routine maintenance on a yearly basis. This plan covers such projects as painting building interiors, repairing auditorium seating and replacing roofing. This plan is updated and reviewed annually. For routine everyday repairs such as broken windows, breakdowns of heating and air, etc., there is also computerized maintenance management system that directs the Maintenance and Operations staff activities. This system automatically generates work orders based on a predetermined schedule for regular maintenance activities and it keeps a written record of projects completed. The Facilities Condition Assessment Program, which is a state program for assessing the condition of facilities, has identified needs in HVAC, fire protection and detection systems, electrical power, and roofs and windows. The electrical distribution system and sanitary and storm sewers are included in urgent infrastructure needs. While total needs are not as great as many of the other institutions in the UNC System, many of UNCW's deficiencies must be met in a very short timeframe (Eva Klein & Associates, Inc., *UNCW Facilities Profile and 10-Year Capital Plan*: 5).

The Physical Plant Department submits an annual expansion request, as part of this university-wide process. This request contains budget items to address expanded facilities base or expanded services, as well as any budgetary needs to maintain current service levels (such as equipment replacement). It is reviewed annually by division management.

During the seven-year period 1994 through 2000, UNCW received an average of \$1,547,657 annually to address deferred maintenance and modification of facilities to respond to current requirements. This funding, combined with the efficient use of funds from the university's operating budget, has thus far allowed the university to keep deferred maintenance at a relatively low level. Considering that many of the original operating systems are in the range of 20-30 years old, it is readily apparent that a significant expenditure for system replacements is imminent. To assist in addressing these imminent needs, a portion of the costs to renovate seven buildings will be met by the receipt of funds from the Higher Education Bond passed by the voters of North Carolina in 2000.

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### Safety and Security (6.4.3)

*6.4.3-1 The institution must take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community.*

The University Police Department enforces state and local laws, parking ordinances, and university rules and regulations. The department prevents crimes and accidents through increasing community awareness and involvement; manages crowds, parking and security at special events; provides for the orderly and safe flow of pedestrian and vehicular traffic; and provides thorough investigation of crimes and incidents to bring offenders to justice and to prevent re-occurrences.

Concern for safety on campus is demonstrated by attention to the details of the physical environment as well as a proactive campus police force. Sidewalk lights have been installed and brush and trees have been cleared back from the walkways throughout campus. Emergency call boxes (readily identified by the blue light mounted on top) are located strategically around campus and monitored by the campus police. Security patrols (non-sworn personnel) and escort services assist in providing services to make the university campus a safer environment in which to learn, work and live.

Several additional programs sponsored by the university police contribute to a safe campus environment:

- The Rape Aggression Defense (RAD program) is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance. The RAD Program has been endorsed by the university and approved for course credit by the Physical Education Department.
- PACN is an acronym for Police and Community Networking. Officers are assigned to specific buildings or areas of the residential and academic communities. This assignment allows the officer an opportunity to familiarize themselves with the community they serve through positive interaction and education.
- In continuance of UNCW's community policing philosophy, a Bicycle Patrol Unit was created in August of 1996, partially funded by a federal grant. This program allows officers an opportunity to interact positively and to a higher degree than those officers assigned vehicle patrol. This effort emphasizes the role of the UNCW Police Department, which is to better serve and protect our campus community.

The UNCW Police Department helps assure a safe campus, as demonstrated by statistics from their web page (<http://www.uncwil.edu/police/STATS/Stat3.htm#Crime>). UNCW compares very favorably in its crime statistics over the past 10 years to any municipality of 10,000+ citizens and is also very safe in comparison to sister institutions. The *2000 Faculty-Staff Survey* indicates very high levels of confidence with the safety and security on campus; 97 percent of respondents with an opinion either strongly agreed or agreed with the statement, "I feel safe on campus." In the *Sophomore Survey* in Spring 2000, 87.3 percent responded "yes" to "The Campus has Taken Sufficient Steps to Ensure Your Physical Safety," which was the second highest "yes" response rate in the UNC System.

In order to maintain its excellent evaluation by campus members, the university police have had to deal with the increasing challenge of retaining its professional officers despite low state allocations. Several programs to assist in retaining officers are in use: reallocation of funds from unfilled positions to pay competitive salaries to continuing employees; use of student workers in non-enforcement positions; employment of temporary security when necessary, and utilization of federal grants (for example, the bicycle patrols).



A new issue of concern for security is the safety of our students and staff at off-site locations. Space is leased off-campus for art studio classes and offices (see section 6.4.1 above). Campus police lack jurisdiction in these areas. It is therefore suggested that the university investigate a cooperative agreement with the city and county for the security of the off-campus university areas.

**Suggestion 1:** The Vice Chancellor for Business Affairs should investigate means of providing security and campus police authority at off-campus sites, including a possible cooperative agreement with New Hanover County or the City of Wilmington.

*6.4.3-2 Administrative responsibility for environmental health and safety programs **must** be assigned.*

The UNCW Environmental Health and Safety Department, renamed in 2000 from the Safety Office, has the administrative responsibility of compliance with all federal, state, and local regulations related to environmental health and safety. Its mission is to provide leadership in maintaining a safe and healthy environment for the UNCW community including faculty, staff, students and visitors.

*6.4.3-3 A comprehensive safety plan **must** be developed, implemented and evaluated regularly.*

The Environmental Health & Safety Department follows the comprehensive safety plan of the North Carolina Office of State Personnel called the *Workplace Requirements Program Manual for Safety and Health*, found on the Web at (<<http://www.osp.state.nc.us/emprsk/safety/handbook/safety.html>>). The plan has 30 subsections dealing with various safety regulations. Site-specific plans were written in the 1990's and are now undergoing revision.

The UNCW EH&S plans follow the directives of the State of North Carolina which include training (e.g., graduate student training in safe laboratory practices and workplace/CPR training), routine facility inspections, regulatory inspections, safety equipment inspections, and a regular review and update of a comprehensive set of safety manuals.

In order to fulfill its mission and satisfy state and federal regulations, the EH&S Office manages programs on workplace safety in the following areas:

- SHA Recordkeeping/Accident Investigation
- Bloodborne Pathogens
- Hazard
- Ergonomics
- Heat Stress/Cold Weather
- Asbestos Management Plan
- Chemical Hygiene Plan
- SARA Title III
- Industrial Hygiene
- Environmental Management



- Waste Management
- Universal Waste Management
- Light Recycling Program
- Indoor Air Quality
- Pesticide Management
- Confined Space Entry
- Hearing Conservation
- Respiratory Protection
- Residence Hall Safety
- Fire Safety/Prevention
- Assembly Safety
- Fall Protection
- Lock out-Tag out
- Excavation and Trenching
- Contractor Safety
- Emergency Response
- SPCC Plan
- Radiation Safety
- UST Management
- Environmental Management
- Stormwater

*6.4.3-S1 The plan should give special attention to the adequate provision and use of safety equipment in laboratories and other hazardous areas; to the modification of buildings, if necessary, for easy egress in the event of fire or other emergency; and to familiarizing all building occupants with emergency evacuation procedures.*

Lab Safety Training is provided for proper safety in laboratories on a regular basis (*OSHA 29 CFR 1910.1450*). This program covers policies applicable to all employees (and students) engaged in the laboratory use of hazardous chemicals. Training topics include descriptions of chemical hazards in the workplace, permissible exposure limits, symptoms of overexposure and methods to detect and reduce hazardous exposure. Required training is provided to faculty, staff, teaching assistants and laboratory technicians. Students are welcome to participate in this training.

Training is also offered to staff in the following areas:

- CPR/First Aid
- Fire Extinguisher (*OSHA 29 CFR 1910.157*)
- Forklift (*OSHA 29 CFR 1910.178*)
- Hazard Communication Train-The-Trainer for Supervisors (*OSHA 29 CFR 1910.1200*)
- Respiratory Protection Program (*OSHA 29 CFR 1910.134*)

The Environmental Health & Safety (EH&S) Department has prepared a Spill Prevention Control and Countermeasures Plan to satisfy federal regulation 40CFR

112-SPCC plans as well as the North Carolina Department of Environment and Natural Resources regulations, and a Radiation Protection Manual (current as of March 16, 1999). Its director is also the Radiation Safety Officer. Other active committees include the Laboratory Safety Committee (previously referred to as the Chemical Hygiene Committee), the Diving/Water Safety Committee, the Workplace Safety Committee, the Chancellor's Safety Advisory Committee, and the Hurricane Preparation/Emergency Operating Center. The EH&S Office also works with the following community committees to achieve its goals:

- Office of State Personnel State Safety Steering Committee
- New Hanover Local Emergency Planning
- UNC General Administration (Office of the President) Campus Environmental Issues
- Project Impact

In addition, it is the function of the EH&S department to assist all levels of management to reduce injury, accidents and hazards, and to provide adequate emergency response for natural disasters and emergencies. In support of this goal, a series of training sessions and education workshops is offered (see above). Frequent safety inspections and monitoring efforts provide feedback to managers for the evaluation of existing comprehensive safety programs. The following safety inspections are held on a regular basis:

- North Carolina Department of Insurance
- North Carolina Department of Environment and Natural Resources (NCDENR)
- NCDENR North Carolina Division of Radiation Protection
- Wilmington Fire Department
- North Carolina Department of Labor OSHA Section

The EH&S Department has demonstrated considerable improvement in the last 10 years in term of the efficacy of their work. In May 1999, the Workplace Safety Committee filed a report with senior officers on workplace safety and safety structure overview. In that report, they commended a "...structure in place well beyond the State and Federal requirements," and noted, "There are no major workplace sectors that are not being monitored or addressed currently." Additionally, UNCW won the North Carolina Department of Labor Certificate of Safety Achievement for three consecutive years.

Also, since the last self-study, there have also been significant increases in the faculty and staff who express satisfaction with safety issues. Table 4 below shows the results of the Faculty and Staff surveys for 1990 and 2000.

**Table 110: Self-Study Faculty/Staff Survey Results, Comparison of 1990 to 2000**

Adequate safety procedures and equipment are provided in laboratories, studios, and other potentially hazardous areas.	% Staff Agree	% Faculty Agree
1990	75	63
2000	83.2	84.4

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### Facilities Master Plan (6.4.4)

6.4.4-1 *The institution **must** maintain a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts.*

UNCW maintains a written master plan resulting from periodic updates based on the institution's planning, including a review of the university's mission and vision, a review of student enrollment projections as developed by the Office of Institutional Research and the University Planning and Quality Council, an engineering review of drainage needs, and an Area Traffic Study. The Update 1997-2020 to the UNCW Facilities Master Plan is posted on the university's web site (<[http://www.uncwil.edu/busaff/mstr\\_plan/](http://www.uncwil.edu/busaff/mstr_plan/)>). A copy is also in the supporting documents for Section I of this report.

The Business Affairs Committee of the Board of Trustees, in consultation with the faculty and staff, is responsible for recommending to the chancellor proposed buildings and means of beautifying the campus.

The 1990 SACS Self-Study Report made a suggestion as part of its section 6.4: "The Board of Trustees should consult with the Building and Grounds Committee of the Faculty Senate about development of the Master Plan. In particular, the Buildings and Grounds Committee should be consulted prior to any proposed campus changes that might disturb the campus's natural state." The Board of Trustees is advised by the University Planning Council on a regular basis, but the Faculty Senate Buildings and Grounds Committee does not report such prior consultation over the past decade. The committee feels that the university could enhance its facilities planning by incorporating the advice and counsel of the Faculty Senate Buildings and Grounds Committee in the planning process.

**Suggestion 2:** The Provost and the Vice Chancellor for Business Affairs should consult with the Faculty Senate to ensure that the Buildings and Grounds Committee is involved in the earliest stages of the facilities planning process.

In addition, section 6.4.3-1 states that "the institution **must** take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community." This **must** statement is consistent the University Mission Statement and with UNCW Planning Goal 6: "Expand campus awareness, involvement, and study of environmental issues specifically addressing those concerns unique to the world's coastal regions" (<[http://www.uncwil.edu/OIR/Planning\\_Folder/Mission\\_Goals/Univ\\_Goals.html](http://www.uncwil.edu/OIR/Planning_Folder/Mission_Goals/Univ_Goals.html)>). Concern for our natural campus environment is also consistent with one of the "four unifying themes" identified by the Deans Council in 2000 (see remarks of the Provost to the faculty on April 13, 2000 <<http://www.uncwil.edu/people/cavanaugh/spring00.htm>>). In alphabetical order, the four themes are:

1. *Information Systems*: to fully integrate technology in the teaching-learning enterprise
2. *Internationalization*: to foster an international perspective throughout the curriculum
3. *Natural Environment*: issues related to the environment and natural surroundings, such as water quality, ecology, human behavior, health, and the like are complex and interdisciplinary, but essential for the survival of us all. Many academic programs at UNCW already have the natural environment as their primary focus (in terms of teaching, basic research, and broader policy and human aspects), and many others provide support for them.
4. *Regional Engagement*: to enhance our involvement with the region through academic programs, service-learning, and voluntarism.

Several objectives exist to support this goal:

1. To continue to expand efforts to educate the region on environmental issues
2. To expand the university's efforts to be environmentally responsible
3. To expand on-campus opportunities that focus on the environment
4. To expand opportunities for study and research on environmental issues
5. To continue efforts to develop the campus as an arboretum and to preserve conservation areas on campus which are representative of ecosystems in the region.

The university has identified several areas and completed many initiatives aimed at meeting these objectives:

- Focus attention on the status of the environment (i.e. Cape Fear River and Neuse River documentaries)
- Cape Fear River Research and Education Program created
- Studies implemented on the effects of population, industry, etc. on region's natural resources
- Faculty serve as consultants to, and board members of bodies that make decisions on the environment
- Emphasis on campus beautification (creation of a Campus Commons, preservation of trees, etc.)
- Ev. Henwood property as a natural habitat and preservation area for study and to provide educational opportunities for the campus and community
- Created Campus Arboretum
- Campus-wide recycling program

However, there is as yet no comprehensive plan addressing the health of non-human biological members of the UNCW campus community. Many faculty and staff are concerned with the potential environmental impact of further campus development in the sensitive ecological areas on campus. While the university is



in compliance with 6.4.4-1, which specifies only facilities, the committee makes the following suggestion:

**Suggestion 3:** The Vice Chancellor for Business Affairs should ensure that the Facilities Master Plan incorporates considerations of non-human biological health and diversity.

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**Suggestions**

**Suggestion 1:** The Vice Chancellor for Business Affairs should investigate means of providing security and campus police authority at off-campus sites, including a possible cooperative agreement with New Hanover County or the City of Wilmington. (6.4.3-1)

**Suggestion 2:** The Provost and the Vice Chancellor for Business Affairs should consult with the Faculty Senate to ensure that the Buildings and Grounds Committee is involved in the earliest stages of the facilities planning process. (6.4.4-1)

**Suggestion 3:** The Vice Chancellor for Business Affairs should ensure that the Facilities Master Plan incorporates considerations of non-human biological health and diversity. (6.4.4-1)

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**Appendices**

### 6.4 Committee Members

Daniel Noland, Chair	English
Madeleine Bombeld	Randall Library
Brian Davis	Physics and Physical Oceanography
Sharon Lindgren	Admin. Secretary, College of Arts and Sciences
Bradley Reid	Director of Housing and Residence Life
Tom Shafer	Biological Sciences

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## **6.5: Externally Funded Grants and Contracts**

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#### **Summary**

The UNCW Office of Research Administration (ORA) conducted a self-study during the Fall 2000 semester. The ORA self-study report is a comprehensive analysis of the organization and its activities. The 1992 SACS Visitation Team made no recommendations or suggestions that pertain to the Office of Research Administration. Since the 1990 Self-Study, three major developments have impacted the ORA. The first was the 1995 creation of a strategic plan that defines ORA goals. The second development involved a re-organization of the unit in 1995. Prior to 1995 the director of ORA reported directly to the provost. As a part of the 1995 re-organization, the position of Dean of the Graduate School and Research was created. The ORA director now reports to this position. The final development is the rapid expansion of external funding received by UNCW. In 1990, external funding was \$2,048,268, with 47 successful proposals receiving funding. In 1999-2000, the amount rose to \$12,712,370, with 202 successful proposals. The ORA has dealt extremely well with this dramatic increase in the number of proposals and awards, despite having the exact same number of administrative personnel now as they did in 1990.

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#### **Introduction**

The University of North Carolina at Wilmington, through its faculty, researchers and staff, actively seeks external support for its mission of teaching, research, scholarship, artistic achievement and service. During the 1999-2000 academic year, university members submitted 238 proposals and received \$12,712,370.00 in external funding. The Office of Research Administration (ORA) supports efforts to secure external funding, ensures proper fiscal management of funded projects, and oversees compliance efforts. Eighty-seven percent of the faculty responding agreed to the self-study survey statement, "The Office of Research Administration supports faculty efforts to external funding for research activities."

The ORA consists of four permanent staff and reports to the Dean of the Graduate School and Research. The ORA has a clearly defined mission (ORA, Website, <<http://www.uncwil.edu/ora>>), and an appropriate strategic plan (ORA, "Strategic Plan").

This committee reviewed the ORA self-study report and appropriate documents relating to the organization and administration of the ORA. The director of the ORA met with the committee chair several times to answer questions about the documentation. All documents were supplied in a timely and efficient manner. The committee met two times and circulated documents for comment and revision via email. Final consideration of this report was done via e-mail, with each committee member endorsing its contents.

Upon conclusion of the committee's work, a letter was sent to Dr. Neal Hadley, Graduate Dean and Director of Research Administration, making three suggestions that were considered important, but not directly related to the SACS criteria:

1. To reduce confusion with other university offices, consider changing the name of the office from Office of Research Administration to the Office of Sponsored Programs;
2. To form a faculty advisory committee to assist the director; and
3. To add professional staff to the office.

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### Externally Funded Grants and Contracts (6.5)

*6.5-1 Externally funded grants and contracts must be related to the stated purpose of the institution.*

The Office of Research Administration supports the mission of the university through the cultivation and administration of externally funded grants and contracts. This is accomplished by having each request for external funding reviewed by five academic officers--Department Chair, Dean, Director of Research Administration, Vice Chancellor for Business Affairs, and Provost--who evaluate its merit and appropriateness. A common routing form is used for this purpose and is disseminated to the university community via the ORA Web site (ORA, "Internal Processing Forms"). The ORA mission statement published on the Web site reinforces the importance of linking externally funded grants and contracts to the mission of the university:

The Office of Research Administration (ORA) exists to serve the University of North Carolina at Wilmington community through the enhancement of external funding, proper fiscal management of funds received, and oversight of compliance matters related to external funding agencies and the federal government. ORA's role is to support faculty, staff and administration in effectively seeking, obtaining, and managing their research and scholarly activities to enhance their educational role. (ORA, "Mission Statement," <[www.uncwil.edu/ora](http://www.uncwil.edu/ora)>)

And the close relationship between the Graduate School and the ORA also emphasizes the linkages between externally funded research and the university's mission.

*6.5-2 The institution's policy on such grants and contracts must provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.*

The university promotes the active pursuit of externally funded grants and contracts, but it also recognizes the necessity of a clear policy regarding the division of grant and contract activity from instruction. Faculty seeking externally funded grants and contracts are guided by the principles set forth in the *Faculty Handbook*, which is available on the Web:

By signing the "Internal Processing Form" the principal investigator is certifying to the authorship of the proposal and to proper arrangement of work load of other research or teaching

responsibilities so that the project can be undertaken. The principal investigator is also certifying that the requested time, facilities, equipment, and funding are sufficient to accomplish the proposed task” (Section IV.C. 2.)

Internal routing forms guarantee that appropriate academic or senior administrative officers review each proposal and that the instructional responsibilities of the university are not compromised (ORA, “Internal Processing Forms”). ORA or the university legal counsel review contracts and awards prior to acceptance to ensure that the university maintains control over its research activities.

- 6.5-3 *The researcher’s freedom to investigate and report results **must** be preserved.*  
 6.5-S1 *Research support from outside agencies **should not** undermine these basic research principles.*

The university fully supports the academic freedom of its faculty and researchers to conduct research and publish results. Faculty are informed in the *Faculty Handbook* of this right: “Restrictions on publication would be inimical to the functions of the university” (Section IV.C.4). In addition, ORA and university legal counsel review all awards for unacceptable contract clauses prior to acceptance. Restrictions on publication rights are rarely allowed and only agreed to in special circumstances, never without the approval of the investigator. In the 2000 Faculty and Staff Survey, 89 percent of faculty agreed with the statement, “UNCW preserves the researcher’s freedom to investigate and report results of externally funded research.” The ORA reviews each proposal to protect the researcher’s freedom and the integrity of the research process; the faculty overwhelmingly agrees that UNCW is protecting that right.

- 6.5-4 *The institution **must** establish a clear policy concerning a faculty member’s division of obligations between research and other activities.*

Policies exist regarding a faculty member’s division of time between research and other academic activities. The *Faculty Handbook*, Section IV, describes the responsibilities of faculty members and emphasizes university guidelines with regard to teaching load, research activities, professional opportunities, and external professional activities. The actual workload of the faculty member is set by the academic unit head, but may not conflict with the university’s mission statement. The ORA Internal Processing Forms and the requirement of appropriate supervisor’s approval of all requests for external funding reinforce this policy.

- 6.5-5 *It **must** ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members.*

Section IV of the *Faculty Handbook*, which is available on the web to every faculty member, describes the responsibilities of faculty members and



emphasizes university guidelines with regard to teaching load, research activities, professional opportunities, and external professional activities. The policy appears to be widely known, as 69 percent of the faculty participating in the 2000 Faculty and Staff Survey agreed with the statement, "The University has a clear policy concerning a faculty member's division of obligations between externally funded research and other activities." Furthermore, 71 percent agreed with the statement, "The University informs faculty in writing about this policy."

- 6.5-6 *Where applicable, the institution **must** develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members.*

University guidelines regarding summer salaries paid from grant and contract funds, supplements paid during the regular academic year, and fees for consulting services paid through UNCW exist but are not clear or widely known. Moreover, the existing policy provides too much opportunity for differential treatment among faculty members. For federal grants and contracts, UNCW policies regarding extra compensation are governed by OMB circular A-21, which supersedes any local policy. UNCW policies regarding extra compensation from other sources of external funds (e.g., private foundations, state or local governments, nonprofit organizations) are covered by an internal memo from Hosier and Connally (1999). This memo suggests that faculty members may be eligible to receive supplemental pay for "academic or administrative duties assigned beyond the scope of their academic appointments...with appropriate approvals by the respective Dean and Provost." This policy is neither clear with regard to when and under what conditions faculty members may receive extra compensation from grants and contracts, nor how much they may receive. It also provides too much administrative discretion thereby creating an opportunity for unequal treatment across faculty members.

**Recommendation 1:** The Provost must develop clear policies regarding the amount of supplemental compensation faculty are eligible to earn from grants and contracts during the summer, regular academic year, and for consulting services paid through UNCW.

- 6.5-7 *These policies **must** also be published and made known to the faculty.*

Policies regarding extra compensation are made available to faculty in the Office of Research Administration handbook (published on the ORA website) and by the ORA activation letter. They are not currently made available to all university faculty.

**Recommendation 2:** The Provost must present to the Faculty Senate UNCW policies pertaining to supplemental faculty compensation for consideration of approval and publication in the *Faculty Handbook*.



6.5-8 *In accepting funds from outside agencies, the institution **must** ensure that maintains control over research and instruction.*

Policies to ensure that UNCW maintains control over research and instruction are:

- outlined in the Faculty Handbook Section IV.C,
- protected by the requirement that research involving humans or animals receive proper Institutional Review Board review (ORA/Institutional Review Board, "Documentation of Review and Approval of Research Project Utilizing Human Subjects," <[www.uncwil.edu/ora/forms.htm](http://www.uncwil.edu/ora/forms.htm)>; ORA/Institutional Review Board, "University of North Carolina at Wilmington Animal Care and Use Committee Protocol," <[www.uncwil.edu/ora/forms.htm](http://www.uncwil.edu/ora/forms.htm)>), and
- ensured through ORA and, where appropriate, university legal counsel review of awards prior to acceptance.

6.5-9 *Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution **must** safeguard control over its own activities.*

The *Faculty Handbook* (IV.C) emphasizes the importance of maintaining university control over its activities. This is accomplished by having appropriate academic and senior administrative officers review all proposals to ensure their compliance with the mission of the university. A systematic and thorough pre-award accounting review and post-award accounting oversight by ORA accomplishes this goal. Investigators are informed of their award through an activation letter that describes the financial account that has been established, financial accounting guidelines, the amount of their award, and budget allotments based on the scope of the funded project.

6.5-10 *Continuity of support for general institutional activities **must** not be endangered by acquisition of research grants and contracts.*

For the period 1995-2000, external funding in the form of contracts and grants has averaged 12 percent of the university's revenue. Table 100 shows a comparison of grant and contract revenue by source as a percentage of total educational and general revenue for Fiscal Year 1998-99. As the table shows, UNCW's total grant and contract revenue is comparable to that of the six benchmark institutions, and is very close to the statistical mean of those six universities (Business Affairs, *Unit Self-Study Report*, "Table 6.3.1," "Table 6.3.2").

Office of Research Administration internal routing forms require information about the support of positions or continued support of any activities beyond the specified project period. These policies ensure that instructional responsibilities do not become dependent on external funding. State funded employees are only allowed to "buy out" their time for pre-specified periods.

**Table 111: Comparison of Grant and Contract Revenue  
as a Percentage of Total Educational and Grant Revenue,  
Fiscal Year 1998-99**  
(Business Affairs Unit Self-Study Report, Tables 6.3.1 and 6.3.2)

<b>Revenue Type</b>	<b>UNCW</b>	<b>North Florida</b>	<b>Western Kentucky</b>	<b>Appalachian State Univ.</b>	<b>College of Charleston</b>	<b>James Madison</b>	<b>Radford</b>	<b>Stat. peer mean</b>
Federal grants and contracts	10.8%	6.4%	16.2%	4.2%	6.7%	5.8%	8.9%	8.2%
State grants and contracts	0.5%	2.7%	4.1%	3.0%	5.2%	5.2%	5.7%	4.2%
Local grants and contracts	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.2%
Private gifts, grants and contracts	3.3%	2.5%	1.2%	5.4%	1.4%	2.3%	0.6%	2.4%
<b>Total grants and contracts</b>	<b>14.6%</b>	<b>11.6%</b>	<b>21.5%</b>	<b>13.6%</b>	<b>13.3%</b>	<b>13.3%</b>	<b>15.2%</b>	<b>15.0%</b>

6.5-11 Grants **must** be awarded and

6.5-12 contracts **must** be made for specified periods of time.

ORA internal routing forms require that the period of each grant be clearly stated. The award notification letter states the activation and ending dates of the grant, and all financial accounts established follow the activation and ending dates of the award notification letter.

6.5-13 *It is also important that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget.*

Indirect funds constitute a small portion of the university's operating budget. In Fiscal Year 1999-2000, the university received \$1,065,185 in indirect funds, which represents one percent of the total university educational and general revenues of \$99,080,666 (see the table on the following page).

**Table 112: UNCW Current Fund Revenues**  
Educational and General Revenues by Source 1996-1996 to 1999-2000  
(Business Affairs, Self-Study Unit Report)

	1999-2000		1998-1999		1997-1998		1996-1997		1995-1996	
	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
<b>State Appropriations</b>	56,249,518	56.8	52,389,987	57.1	47,034,916	58	40,741,468	57.1	37,358,417	56.1
<b>Tuition and Fees</b>	23,278,076	23.5	21,296,785	23.2	19,706,472	24.3	19,664,934	27.6	17,921,599	26.9
<b>Contracts and Grants</b>										
Federal	11,382,455	11.5	9,882,096	10.8	8,622,802	10.6	6,587,687	9.2	7,809,357	11.7
State	1,141,828	1.2	430,582	0.5	468,018	0.6	162,030	0.2	210,866	0.3
Local	22,653	0	0	0	0	0	0	0	0	0
Nongovernmental	1,375,726	1.4	1,899,856	2.1	797,037	1	897,707	1.3	252,607	.4
<b>Total Contracts and Grants</b>	13,922,662	14.1	12,212,534	13.3	9,887,857	12.2	7,647,424	10.7	8,272,830	12.4
<b>Other</b>	5,630,410	5.6	5,810,657	6.3	4,529,357	5.5	3,257,909	4.6	3,047,847	4.6
<b>Total E&amp;G Revenues</b>	99,080,666	100	91,709,963	100	81,158,602	100	71,311,735	100	66,600,693	100



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**Recommendations**

**Recommendation 1:** The Provost must develop clear policies regarding the amount of supplemental compensation faculty are eligible to earn from grants and contracts during the summer, regular academic year, and for consulting services paid through UNCW. (6.5-6)

**Recommendation 2:** The Provost must present to the Faculty Senate UNCW policies pertaining to supplemental faculty compensation for consideration of approval and publication in the Faculty Handbook. (6.5-7)

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**Appendices**

### **6.5 Committee Members**

Stephen Meinhold, Chair	Political Science
William McCarthy	History
Joe Pawlik	Biological Sciences
Carol Pilgrim	Psychology
Gene Tagliarini	Computer Science
Pam Whitlock, <i>ex officio</i>	Research Administration

### **Documentation**

Business Affairs. *Self-Study Unit Report*.

Hosier, Paul, and Sam Connally. Memorandum. 8 December 1999.

Office of Research Administration. Faculty Survey, 2000.

[www.uncwil.edu/local/oirSURVEYS\\_2000/2000\\_Section\\_IV\\_Results.htm](http://www.uncwil.edu/local/oirSURVEYS_2000/2000_Section_IV_Results.htm).

--. "Internal Processing Forms." [www.uncwil.edu/ora](http://www.uncwil.edu/ora).

--. Institutional Review Board. "Documentation of Review and Approval of Research Project Utilizing Human Subjects." [www.uncwil.edu/ora/forms.htm](http://www.uncwil.edu/ora/forms.htm).

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UNCW. *Faculty Handbook*. [http://www.uncwil.edu/fac\\_handbook/](http://www.uncwil.edu/fac_handbook/).

--. "University Mission Statement."

United States Office of Management and Budget. *Cost Principles for Educational Institutions* (Circular A-21). [www.whitehouse.gov/omb/circulars/index.html](http://www.whitehouse.gov/omb/circulars/index.html).

## 6.6: Related Corporate Entities

### -1-

#### Summary/Introduction

UNCW has four related corporate entities that assist the university in its mission by providing scholarship funds and aiding in the development of physical facilities and the funding of special projects. All of these entities have boards of directors made up of volunteer leaders in the community, alumni, and friends of the university. All Boards are voluntary and none of the directors receives compensation for their service.

Recent surveys suggest that both these entities need to do a better job of advertising who they are and what they do to help the university in accomplishing its mission.

### -2-

#### Documentation of Mutual Relationship and Benefits (6.6.1, 6.6.2)

- 6.6-1 *Institutions are often associated with related separately-incorporated units, such as radio or television stations, athletic foundations, hospitals, for-profit enterprises, press operations and publications, and insurance trusts. When an institution is reliant upon such an entity, or when a separately-incorporated or related entity is reliant on the institution, documentation outlining the mutual relationship and benefits, **must** be maintained by the institution.*
- 6.6-2 *This documentation **must** include the following: a description of the separately-incorporated unit's activities; a statement demonstrating the manner in which the activities relate to the purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit.*

The University of North Carolina at Wilmington has four related corporate entities: the Foundation of UNCW, Inc.; the Student Aid Association, commonly referred to as the Seahawk Club; the Alumni Association; and the Friends of UNCW. All the organizations have written charters (see Appendix B) that outline the relationship and benefits to the university.

#### The Foundation of UNCW, Inc.:

The Foundation of UNCW, Inc. (The Foundation) was incorporated in August of 1970 as a charitable, non-profit corporation. Its sole purpose is to promote the educational goals of the university (*UNCW Undergraduate Catalogue*: 16). The mission of the Foundation of the University of North Carolina at Wilmington

...is to serve as the primary philanthropic organization of UNCW by becoming educated ambassadors, promoting a spirit of giving,

overseeing the processing of gifts, and providing creative leadership for all forms of resource development. (The Foundation of UNCW Web Page,

<<http://www.uncwil.edu/uniadv/foundation.htm>>.)

The university is the only beneficiary of the Foundation. Among its activities is the support of a rotating Faculty Chair that enables academic departments to bring to campus renowned scholars and performing artists. The Foundation is governed by a Board of Directors consisting of twenty-one members who are elected for three-year terms. The Foundation currently has \$1.8 million in assets and generates \$60,000 a year for support of university programs and scholarships.

### The Student Aid Association

The Student Aid Association (also known as The Seahawk Club), is a separately incorporated 501(c)3 non-profit organization, which was incorporated in 1966 and amended their charter in 1992. The mission statement for the organization is

...to support, strengthen, and develop the intercollegiate athletic program at UNCW by raising funds to support athletic scholarships. It may also raise funds for the improvement and construction of physical facilities to be used by UNCW for athletic purposes and increase the university's athletic scholarship endowment fund. (*Student Aid Association By-Laws: 1*)

This mission is directly related to the university's commitment to attracting a diverse population of quality students to enhance the academic component of the campus.

The Student Aid Association (SAA) is headed by a thirty-member board of directors comprised of volunteer leaders in the community, alumni of UNCW, and friends of the university. The organization's by-laws and articles of incorporation govern the board of directors, who serve three-year terms. The SAA's fund raising plan is incorporated into the university's advancement and athletic department's plans, and involves the board of directors of the SAA. The SAA's financial activities and budget is approved by the university through the athletic, advancement and business affairs departments, and annually audited by an independent audit [see State of North Carolina, *Financial Audit of the Student Aid Association (Seahawk Club) of UNCW*, 1999]. In addition, the SAA has also adopted its own set of internal control procedures that address income and expenditure guidelines for the organization. (See University Advancement, *SACS Self-Study Unit Report: "Student Aid Association"*). The SAA currently has net assets of \$1.47 million of which \$1.4 million are restricted funds that are available for basketball, baseball, and swimming and capital projects. In the last fiscal year the SAA generated \$575,000 in scholarship funds for the university.



### The UNCW Alumni Association

The Alumni Association is incorporated as a 501(c)(3) non-profit organization. Its primary purpose is

...to promote and encourage fellowship and friendship among its members; to foster goodwill on the part of its members and others toward continuing to participate in the growth and development of UNCW; and in general, to assist in the evaluation of institutional effectiveness and to carry out projects and services as the Association adopts. (*Alumni Association By-Laws*, 2001: 1)

Operating from Wise Alumni House at 1713 Market Street, the UNCW Alumni Association exists to serve alumni and the university. The off-campus facility is an elegant touch of the past that strives to meet the needs of UNCW and the community with grace and style. Restoration of the 7,484-square-foot house continues due to the commitment of UNCW, alumni and friends who have rallied to the cause since 1993.

The Alumni Association is headed by a core membership of a twenty-one person elected Board serving three-year terms, and also includes an Executive Director and one active member from each chartered chapter. The voting members of the Board are the officers, the core directors-at-large, and a director from each chartered chapter. There are also a number of non-voting ex-officio members of the Board, including the Chancellor, the Vice Chancellor for University Advancement, the Association's Executive Director, the President of the student body, the President of the senior class, the Executive Director of the Student Aid Association, and a representative from Student Ambassadors.

The university does provide for the salary expenses of the Association's Executive Director, alumni program coordinator, full-time office assistant, and financial services for the Alumni Association operation. The Association provides crucial services to the university in the collection of data from graduates for the evaluation of institutional effectiveness.

The Alumni Association funds a scholarship program which includes awarding a minimum of eight undergraduate, two graduate, and one athletic scholarship to cover up to \$1,500 in-state tuition and fees to full-time students who meet designated criteria. The Alumni Association also supports various university programs identified by the Board of Directors. Currently, the Alumni Association has \$412,741 in total assets and contributed a total of \$26,159 to the university in the last fiscal year.

More information on the Alumni Affairs is in 6.2.1 and 6.2.2 of this report. The Alumni Association is on the university's web page at [<http://www.uncwil.edu/alumni/>](http://www.uncwil.edu/alumni/).

### Friends of UNCW

Originally founded as the Friends of Wilmington College, the first organizational meeting was held in December 1963, with the expressed purpose of increasing the school's library from 11,000 to 50,000 volumes. With the help of donated books, memorial gifts, and income from the organization's mailing and solicitation, the goal was reached. Since 1990, the Friends of UNCW (the

Friends) is a non-university-controlled 501(C)(3) organization whose activities are more broadly defined. Their stated purpose is to

...promote and supports educational, scientific, and charitable projects on behalf of UNCW. (*Friends of UNCW By-Laws*, March 2001: 1)

The Friends typically give fifteen to twenty gifts a year in the range of \$250-\$1000 each to requests on campus that are not normally funded by the university. The Friends support university projects by direct requests from departments and faculty. Letters are mailed to all departments and professors asking for proposals for funding projects that directly benefit their department. After careful evaluation of each proposal, funds are awarded in May of each year. Typical gifts have been scientific equipment, flags representing international students that are displayed in the Hawk's Nest, and audio-visual equipment. The Friends also sponsor a merit scholarship each year. The current fund balance is \$26,894; last year the Friends provided \$17,876 to the university in gifts. This organization has a lifetime giving total of \$221,000.

The Board of Directors of the Friends consists of the officers, the immediate past president, the chairmen of the standing committees, representatives of clubs that demonstrate particular interest in the Friends, and between six to twelve additional members of the organization. Board members serve two-year terms.

Complete documentation (their by-laws, mission statements, financial statements, and board directories) as required by *must* statement 6.6.2 for the four corporate entities at UNCW is listed in Appendix B. Thus, each entity successfully supplied all information that is required by *must* statement 6.6.2.

#### University Community Perception of Corporate Entities

An analysis of the SACS survey filled out by faculty and staff about the Student Aid Association (Seahawk Club) found that only 64 percent of the 473 respondents were aware of the purpose of the Seahawk Club and only 45 percent said it was effective in supporting the mission of UNCW. The UNCW Foundation received even lower scores: only 43 percent of the respondents were aware of the Foundation and only 36 percent felt the Foundation was effective in supporting the mission of UNCW. These results are from people within the UNCW family, and one can assume significantly less knowledge and understanding of these entities by the general public. Based on the results of the faculty/staff surveys, these entities should better publicize information regarding their existence and the effectiveness of their fundraising and support programs.

**Suggestion 1:** The University should better publicize information regarding all related corporate entities, including their missions and the effectiveness of their fundraising and support programs. Descriptions should be published in the UNCW catalogues, UNCW Web pages, and other publications likely to be seen by the public at large.

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### **Entities Should Complement the Institution's Purpose (6.6-S1)**

*6.6-S1 If such entities are reliant upon the institution for fulfillment of their purposes, the institution **should** insure they complement, rather than detract from, the institution's purpose, and that they are subject to proper operating controls and risk-liability containment.*

The mission statement of each of the four entities clearly emphasizes its role of supporting the university in meeting its goals. Consequently, these entities work toward meeting goals that have been identified by the university and complement the university mission. All of the related corporate entities have documented operating procedures for funding the university's needs. The Board of Directors of each corporate entity decides how the funds are to be spent within the mission of each entity. Each of the entities is audited yearly by independent auditors to ensure that funds are spent appropriately. (See Appendix B for financial reports.) The UNCW Foundation, the Student Aid Association, and the Alumni Association all have insurance for risk-liability containment for their directors and officers. The Friends of UNCW is not under this liability insurance since the university has no legal contract with this entity. Each of the entities is audited each year to make sure they are providing funds exclusively for charitable and educational purposes per Internal Revenue guidelines.

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### **Contributes to University's Effectiveness (6.6-S2)**

*6.6-S2 The institution **should** demonstrate the manner in which each related entity contributes to its effectiveness.*

Each of the entities provides funds, as discussed above, to specific areas in order to assist the university in accomplishing its mission. Most of the funds are for scholarships, support of teaching and/or research, or for physical facility enhancement. The relative contribution of these entities is a very small proportion of the university's operating budget, but these charitable entities assist various university units to meet specific goals with funds that would be otherwise unavailable. For example, the Friends of UNCW provided a \$1000 grant to the Honor Scholars Program to assist students who desired to attend an on-going local film series of foreign and notable independent films. There were no state or university funds available for that purpose. This enabled the Honors Program to fulfill its mission of offering unique educational experiences both on and off campus to its students.

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Suggestions**

**Suggestion 1:** The University should better publicize information regarding all related corporate entities, including their missions and the effectiveness of their fundraising and support programs. Descriptions should be published in the UNCW catalogues, UNCW Web pages, and other publications likely to be seen by the public at large. (6.6.1 and 6.6.2)

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Appendices**

### **6.6 Committee Membership**

Robert Keating, Chair	Management and Marketing
Donna King	Sociology and Criminal Justice
Alan Monteith	Athletics

### **Documentation**

The Alumni Association of UNCW. *By-Laws*.

--. "Financial Statements, June 30, 2000."

--. "Membership List of Board of Directors and Officers."

--. *Mission and Vision Statement*.

The Friends of UNCW, Inc. *By-Laws*.

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--. *Revenues and Expenditures, 2000*.

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University Advancement. *SACS Unit Report of the Student Aid Association*.

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## SUMMARY

The University of North Carolina at Wilmington conducted a comprehensive, broadly participatory, thoroughly analytical Self-Study during the period of December 1999 through February 2002. The *Self-Study Report* reveals that in the last decade the university has grown dramatically in quality, stature, size and diversity of program offerings. This growth reflects success in meeting the goals adopted by the university in 1991. The Self-Study identified recommendations and suggestions to strengthen the institution, and provided for follow-up procedures to “close the loop.” The principles of institutional effectiveness pervaded the Self-Study process and this *Self-Study Report*. The primary focus of the Self-Study was to ensure that the *Self-Study Report* established the foundation for future institutional planning and development.

### Conditions of Eligibility

UNCW complies with each of the thirteen Conditions of Eligibility. The university has the personnel, facilities and resources to fulfill its mission, and it has the plans, goals and strategies to meet the challenges of the future.

### Institutional Purpose and Effectiveness

The Self-Study served as the vehicle to revitalize the university’s mission statement. The planning and evaluation functions of the top-level administration of the university are well structured and effective. While the evidence shows that ongoing, multi-faceted assessment occurs at the departmental and unit levels, planning and evaluation systems are less structured and not as well documented as a whole. The Self-Study has identified ways to make assessment at all levels more efficient, regularly scheduled, and better documented and used. An active institutional research function is responsible for data reporting systems, enrollment projections, survey research, and facilities scheduling activities. The Office of Institutional Research is involved in university-wide budgeting and funding, faculty workload research, financial benchmarking, property leasing, and administrator, faculty and student performance assessment.

### Educational Program

All aspects of UNCW’s educational program support the institutional mission. UNCW takes particular pride in having not merely maintained, but improved the quality of its undergraduate program during the past decade of explosive enrollment growth, and UNCW maintains award-winning programs in undergraduate advising and in financial aid. The Self-Study developed two recommendations to assist the university in maintaining congruence between the level and diversity of its foreign language curriculum and its commitment to “international perspectives,” recently incorporated into the institutional mission.

The graduate program, which is strong and growing, has well conceived curricula, and UNCW takes pride in the research and creative accomplishments of its graduate faculty. Important issues for the graduate program, addressed with recommendations and suggestions, include space for the Graduate School administration, financial support for

graduate students, and clarification of administrative oversight of multidisciplinary graduate programs.

The university's publications are accurate and most are highly accessible via the Web. Reliable and regular updates to official Web documents, however, have not in all cases kept pace with technological advances. The Self-Study proposes some solutions to this problem.

The university assures appropriate levels of student achievement in its expanding distance and extension education opportunities, as well as in its regular programs. All distance education courses are regular UNCW courses taught by UNCW faculty. All distance education and extended education programs are compatible with the institutional mission; faculty retain control over instruction, curriculum and completion requirements in credit-bearing courses; and ongoing evaluation of both credit and non-credit educational programs ensure their quality. The Self-Study has suggested improvement in the administrative oversight of these programs, and in the advising of off-campus students. Though the university has policies and practices in effect that provide for the security of official student records, the handling of duplicated student records could be improved.

The university prides itself on its well-qualified, highly productive faculty. There are clear policies regarding faculty workloads and evaluation. All faculty credentialing requirements of the *Criteria* have been met. One of the few areas in which policies may be improved is the orientation, supervision and evaluation of part-time faculty members.

In the fulfillment of its mission, UNCW engages in an array of consortial and contractual arrangements that provide students opportunities to study abroad, gain clinical experience, undertake a variety of internships, and seek practical training in nursing and teaching. With just two exceptions dealt with by recommendations and suggestions, the contractual agreements and consortial arrangements are carefully controlled and supervised.

### Educational Support Services

In the area of educational support, UNCW provides students with a beautiful campus and abundant learning resources, including an extensive library, on-line research resources, computers and, in most cases, adequate laboratories, research equipment and instructional equipment. UNCW's financial resources have proven adequate to provide an effective educational program for students.

Surveys of students, faculty, and staff produce high evaluations of many aspects of William Madison Randall Library, and are complimentary of its personnel, services, collections, and facilities. The library has demonstrated innovation and leadership in providing access to its materials and information by remote users and by the regional community. Weaknesses include the potential of insufficient funding for the acquisition of paper and electronic serial subscriptions, a shortage of professional librarians and support staff, and a lack of sufficient space.

The instructional support provided by UNCW is extensive, of exceptional quality, accessible to students and faculty and, for the most part, more than adequate to fulfill the institutional purpose and contribute to the effectiveness of learning. The university is strongly committed to fostering the use of information technology to improve research, teaching and learning. Its exemplary programs, including distance learning innovations

and the Technology College, have led to the recognition of UNCW as a leading institution in North Carolina in the use of technology.

Student development services are varied and of high quality. The Division of Student Affairs has a documented history of sustained, periodic assessment over the past decade, and its planning and evaluation processes are exceptionally well conceived and implemented. High standards of integrity have resulted in an excellent record of academic achievement by the university's student athletes. Athletics policies and programs are under administrative control of the Chancellor and appropriately monitored by the faculty.

### Administrative Processes

The university's administrative structure supports its mission, and the duties and authority of individual administrators and governing boards are clearly defined. Job descriptions of senior officers, however, should be more widely accessible to faculty and staff. The university's advancement functions have made great strides over the past ten years through restructuring, a major capital campaign, changes in staffing, and improvements arising from two consultant reports. There is, however, still a weakness in the coordination of fund raising and long range planning: the lack of an annually reviewed, centralized prioritized needs list.

UNCW's financial resources are adequate in relation to the university's purpose, scope and size. However, policies for the determination and funding of institutional budget priorities are needed for proper budgetary control. Despite perennial space needs, an attractive, safe and well-maintained campus contributes to an atmosphere for effective learning. Carefully planned use of \$108 million in state bond funds will significantly transform the university over the next eight years, with the addition of three new buildings and several additional building renovations.

The Office of Sponsored Programs (formerly the Office of Research Administration) supports the mission of the university through the cultivation and administration of externally funded grants and contracts. Four related corporate entities assist the university in its mission by providing scholarship funds and aiding in the development of physical facilities and the funding of special projects. Each of these entities has voluntary boards of directors, and UNCW maintains for each entity all documentation required by the *Criteria*.

### Institutional Issues

Four significant institutional issues that emerge from the Self-Study will affect nearly every academic and administrative unit over the coming decade, and must be addressed in strategic planning at all levels. They are:

- *Addressing general funding issues.* Like all University of North Carolina constituent institutions, UNCW faces declining financial support for higher education from the North Carolina General Assembly. This has resulted in increasing reliance on all other funding sources (tuition and fees, contracts and grants, auxiliary funding, and private donations) to operate and expand the university's programs, and to keep pace with technology innovations.
- *Balancing space availability and enrollment increases.* Demographic projections, the heightened stature of UNCW, and legislative realities that link



growth and funding increases all portend enrollment increases. Planned state-funded projects (including new buildings funded by UNCW's \$108 million share of the November 2000 voter-approved \$3.1 billion state appropriation for capital construction in the UNC system) and self-liquidating projects will help to accommodate this growth, but year-to-year balancing of new space with more students will take careful coordination of facilities scheduling, faculty recruitment, construction deadlines, admission decisions, parking issues, and so forth. Moreover, state appropriations do not address increased student support needs such as residence halls, the student union, and student support services.

- *Expanding regional engagement.* An institutional focus of this Self-Study was to inventory all university efforts in regional service and outreach, and to identify ways to improve on those efforts. A special section of this report is devoted to that focus. Chancellor Leutze and the UNCW community look forward to the ideas of our colleagues on the Reaffirmation Committee for ways to strengthen UNCW's regional engagement.
- *Further enhancing the quality of programs and students.* The Self-Study Introduction describes the simultaneous increase in quality of incoming freshmen with dramatic growth in enrollment over the past decade. The university is committed to improve program quality and student achievement while continuing to grow. In his remarks at the Fall 2001 faculty meeting, Provost Cavanaugh proposed as the heart of the next strategic planning cycle, "...two key questions: (1) How can we continue to dramatically increase the quality of our academic programs? (2) How will we know that we have achieved higher quality?"

### Follow-Up

A cumulative list of all recommendations and suggestions identified by the institutional Self-Study follows. A separate *Follow-Up Plan and Report* discusses plans for ensuring that each recommendation and suggestion is properly addressed. Included in that report are administrative responsibility, timetables, assessment indicators, and documentation for each recommendation and suggestion. An *Addendum* reports institutional changes implemented after this *Self-Study Report* was written, and actions taken on recommendations and suggestions to bring the university into compliance with the *Criteria for Accreditation*.



<b>LIST OF RECOMMENDATIONS</b>
--------------------------------

**Section I: Principles and Philosophy of Accreditation**

None.

**Section II: Institutional Purpose**

Recommendation 1: That the University publish and use only one mission statement.  
(2-1)

Recommendation 2: That the University drop the words “concise” and “expanded” from all references to the mission statement on the University website and in all publications.  
(2-4)

**Section III: Institutional Effectiveness**

**3.1 Planning and Evaluation: Educational Programs**

None.

**3.2 Planning and Evaluation: Administrative and Educational Support Services**

Recommendation: The Chancellor must ensure that each unit charged with administrative or educational support services develops measures for assessing plan results, that such assessments are carried out on a clearly defined timetable, and that these assessments are regularly documented for review by those in the administrative chain. (3.2-2)

**3.3 Institutional Research**

None.

**Section IV: Educational Program**

**4.1 General Requirements of the Educational Program**

None.

**4.2 Undergraduate Program**

Recommendation 1: The Faculty Senate must review the Basic Studies requirement in foreign language to ensure a level of language proficiency appropriate to the purpose and goals of UNCW. (4.2.3-1)

Recommendation 2: The Provost, in collaboration with the Department of Foreign Languages and Literatures and the Faculty Senate, must develop a plan to increase the diversity of languages offered at UNCW appropriate to the purpose and goals of UNCW. (4.2.3-1)

Recommendation 3: The Provost must develop a policy that requires the College and schools to develop policies requiring that departments regularly evaluate the effectiveness of their curricula. (4.2.3-2)

Recommendation 4: The academic deans, in conjunction with individual departments, must develop procedures to identify and evaluate the academic qualifications of candidates for department chair and establish procedures whereby departments recommend suitable candidates for chair to the dean. (4.2.3-4)

Recommendation 5: The Faculty Senate must consider imposing an effective rule requiring undergraduate students to declare a major after 48 credit hours have been earned at UNCW. (4.2.5-1)

Recommendation 6: The Provost must implement policies to reduce the number of advisees assigned to General College full-time faculty advisors and to full-time faculty advisors in the Honors Program to ensure that the number of advisees assigned to faculty or professional staff is reasonable. (4.2.5-2)

### **4.3 Graduate Program**

Recommendation 1: The Provost and the Dean of the Graduate School must take steps to increase financial packages so that they are competitive enough to attract the highest quality students in the applicant pool. Such steps would include removing tuition costs for its graduate teaching assistants and graduate research assistants, increasing endowment support at the local level, and continuing to request of both the Office of the President and the State Legislature a change in financing of graduate assistantships. (4.3.1-2)

Recommendation 2: The Provost must provide the Graduate School with additional space and personnel resources to keep up with growth in the program. (4.3.1-4)

Recommendation 3: The Provost, the Dean of the Graduate School and the deans of the appropriate college or school(s) must clarify the administrative structure of the faculties in multidisciplinary graduate and certificate programs and establish clear lines of communication and reporting between their directors and the administration. (4.3.4-8)

#### 4.4 Publications

Recommendation 1: That all academic and administrative units that have an official university web site assume primary responsibility for the currency and accuracy of those sites, relative to university guidelines and appropriate content, by establishing policies and procedures, including an individual designated to ensure that these are implemented, and that these policies and procedures be on file in the office of the appropriate administrator at the next highest organizational level. (4.4-2)

Recommendation 2: That the Faculty Senate be charged with the responsibility for maintaining the *Faculty Handbook*, that the Faculty Senate Steering Committee initiate a review of the contents of the *Faculty Handbook* and develop a formal policy and process for its maintenance, revision, and distribution, and that this policy be approved by the Faculty Senate. (4.4-2)

#### 4.5 Distance Learning Programs

Recommendation: The Provost must develop a policy that the academic deans ensure that all academic units that offer an entire program via distance-learning technologies designate persons responsible for assuring adequate academic advising in these programs. (4.5-2)

#### 4.6 Continuing Education, Outreach and Service Programs

Recommendation: The academic deans must ensure that departments and schools offering programs or majors at extension locations assign each of their major students a permanent advisor who is accessible to them. (4.6-9)

#### 4.7 Student Records

Recommendation: Academic and administrative units must develop written policies regarding the security and confidentiality of student records and copies of student records, including what type of records are maintained, how long records should be maintained, where those records are maintained, and who has access to those records, as well as how that access should occur. Such policies must be consistent with the provisions of the Buckley Amendment. (4.7-2)

#### 4.8 Faculty

Recommendation 1: The Provost must specify a policy for documenting the professional and work experiences of all full-time and part-time faculty members who do not possess the graduate hours required for teaching in baccalaureate programs, and this documentation must be part of the official personnel file. (4.8.2.2-3)

Recommendation 2: The Provost must ensure that academic deans instruct chairs to publish policies regarding the orientation, supervision and evaluation of part-time faculty. (4.8.3-5)

#### **4.9 Consortial Relationships and Contractual Agreements**

Recommendation: The Provost must exercise control over all credit-bearing courses and programs, including those delivered through consortial relationships, contractual agreements, and contracts for distance education services, so as to ensure compliance with the *Criteria*. (4.9-1)

### **Section V: Educational Support Services**

#### **5.1 Library and Other Learning Resources**

Recommendation 1: The Provost must make it a priority to allocate additional physical space to the Library, including Library space now occupied by non-library units, so that the Library's services and collection (physical and electronic) can meet state standards and accommodate increased student enrollments and program offerings. (5.1.2-9)

Recommendation 2: The Provost must make it a priority to provide the resources to hire more professional librarians to meet faculty and student demand for library services and to address the shortages cited in the 1996 UNC Library Study, with a target of attaining the median support levels among the comprehensive institutions within the UNC System. (5.1.6-1)

Recommendation 3: The Provost must make it a priority to provide the resources to hire more support staff to meet faculty and student demand for library services and to address the shortages cited in the 1996 UNC Library Study. (5.1.6-3)

#### **5.2 Instructional Support**

None.

#### **5.3 Information Technology Resources and Systems**

None.

#### **5.4 Student Development Services**

None.



## 5.5 Intercollegiate Athletics

Recommendation: The Athletics Department, in consultation with its staff, the Athletics Council and the Chancellor's Office, must develop a written policy that specifies the annual goal development process, including a timetable and approval guidelines. Published goals should prominently indicate an effective date and approval status. (5.5.1-1)

## Section VI: Administrative Processes

### 6.1 Organization and Administration

Recommendation 1: The Chancellor must ensure that the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*, is appropriately approved, currently maintained and accessible to faculty and staff on the Web. (6.1.4-1)

Recommendation 2: The Faculty Senate President must ensure that the *Faculty Handbook's* section on institutional organization and administrative job descriptions is updated and contains a link to the document, *University of North Carolina at Wilmington Job Descriptions for Chancellor, Senior Officers and Personnel Reporting Directly to the Chancellor*. (6.1.4-1)

### 6.2 Institutional Advancement

Recommendation: To coordinate fund raising and long range planning, the Planning and Quality Council must consolidate existing divisional needs lists into a centralized prioritized needs list. This should be reviewed annually by the Advancement Office, the Faculty Senate Advancement Committee, and the Planning and Quality Council to ensure that it reflects the current university mission and needs. (6.2.2-2)

### 6.3 Financial Resources

Recommendation: The Chancellor, in consultation with the vice chancellors, must develop a policy determining the manner in which, for a given budget year allocation, the budget priorities are determined and funded. (6.3.3-1)

### 6.4 Physical Resources

None.

### 6.5 Externally Funded Grants and Contracts

Recommendation 1: The Provost must develop clear policies regarding the amount of supplemental compensation faculty are eligible to earn from grants and

contracts during the summer, regular academic year, and for consulting services paid through UNCW. (6.5-6)

Recommendation 2: The Provost must present the policy pertaining to supplemental compensation to the Faculty Senate for consideration of approval and publication in the *Faculty Handbook*. (6.5-7)

## **6.6 Related Corporate Entities**

None.

<b>LIST OF SUGGESTIONS</b>
----------------------------

**Community and Regional Service**

Suggestion 1: The Provost, in coordination with the Faculty Senate, should establish a single, annual service award that carries the same monetary award as does the annual research award.

**Section I: Principles and Philosophy of Accreditation**

Suggestion 1: The Chancellor should direct the appropriate officials to ensure that the policies and procedures regarding written, formal student complaints in the *Code of Student Life*, *Faculty Handbook*, *Undergraduate Catalogue* and *Graduate Catalogue* are presented in a consistent manner, and that the broader personal discrimination policy is presented separately from the Sexual Harassment Policy. (1.2-4)

**Section II: Institutional Purpose**

Suggestion 1: That the University publish its mission statement in the *Student Handbook* and *Code of Student Life*. (2-4)

**Section III: Institutional Effectiveness**

**3.1 Planning and Evaluation: Educational Programs**

Suggestion 1: The Provost should devise a regular calendar for the consideration, revision and approval of mission statements by the various academic units. (3.1-1)

Suggestion 2: The Provost, in consultation with the academic deans and directors, should ensure the development of a plan for the planning process that includes a schedule, essential features, reporting requirements, documentation of progress toward goal achievement, and that outlines the resources to be dedicated to the planning process. (3.1-1)

Suggestion 3: The Provost should establish a mechanism to evaluate the planning documents of the various academic units to ensure that the goals and objectives are operational in character and explicitly tied to some form of evaluation and measurement. (3.1-3)

Suggestion 4: The Provost, in coordination with the Faculty Senate, should ensure that systems of evaluation of faculty service be developed in all units that evaluate faculty performance. (3.1-4)

Suggestion 5: The Provost and the Director of the Office of Institutional Research should develop and implement a system of regular consultation with

departments and programs to ensure that data needed for evaluation is identified and regularly available to departments, and to assist these academic units in the most effective use of such data. (3.1-S1)

### **3.2 Planning and Evaluation: Administrative and Educational Support Services**

None.

### **3.3 Institutional Research**

Suggestion 1: The Division of Information Technology Systems and the Office of Institutional Research should coordinate the provision of training on Institutional Research products to members of the campus community. (3.3-2)

## **Section IV: Educational Program**

### **4.1 General Requirements of the Educational Program**

Suggestion 1: The provost should initiate a systematic review of instructional equipment needs and attempt to identify funds to fulfill them. (4.1-2)

### **4.2 Undergraduate Program**

Suggestion 1: The Assistant Vice Chancellor for Admissions should clarify the circumstances under which the high school requirements "may be waived for an applicant who is at least twenty-four (24) years of age," and these should be published in the *Undergraduate Catalogue*. (4.2.1)

### **4.3 Graduate Program**

Suggestion 1: The Chancellor should continue the University's commitment to achieving ten per cent graduate enrollment, and the Dean of the Graduate School should target new programs and programs operating below carrying capacity as sources for achieving this increase. (Introduction)

Suggestion 2: The Provost and the Dean of the Graduate School should ensure that student research and scholarly activity are adequately supported in all programs. (4.3.1)

Suggestion 3: The Dean of the Graduate School should design a format for the collection of data regarding admission to other academic programs, employment, professional certifications and passing rates on licensing examinations for its graduates, and this information should be communicated to academic departments. (4.3.4)



#### **4.4 Publications**

None.

#### **4.5 Distance Learning Programs**

Suggestion 1: The Center for Teaching Excellence should enhance its program to educate faculty considering distance instruction as to the potential, the level of effort and support required, and the limitations of web-based instructional programs. (4.5-2)

Suggestion 2: That the University Librarian design methods to assess distance learners' (as separate from extension students') access to and ability to use the library's electronic resources and conduct periodic reviews of distance learners' satisfaction with library resources. (4.5-2)

Suggestion 3: The Provost should ensure that available data are compiled to better demonstrate comparability of student retention and student satisfaction in distance education courses. (4.5-2)

#### **4.6 Continuing Education, Outreach and Service Programs**

Suggestion 1: Following the transfer of the University's extension programs to Academic Affairs, the Chancellor should rename the Division for Public Service and Extended Education to the Division for Public Service and Continuing Education. (4.6-9)

Suggestion 2: As extension programs grow, the Provost should assess the need for increased on-site presence of regular UNCW faculty teaching in the programs. (4.6-9)

#### **4.7 Student Records**

- Suggestion 1: The Chancellor should delegate to a particular office within the university the responsibility of staying informed of new laws and regulations concerning student records. That office, in turn, should be charged with the responsibility of disseminating this information to appropriate administrative and academic units and of insuring that policies and procedures with regard to student records be updated accordingly. (4.7-4)

## 4.8 Faculty

Suggestion 1: The Provost should maintain a centralized list of adjunct faculty, including their departmental affiliations and the specific terms of their interaction with students. (4.8.1)

Suggestion 2: All academic deans should ensure that departments articulate their process for assessing candidates' written and oral proficiency in English during the interview phase and communicate this process to their dean. (4.8.1)

Suggestion 3: The Graduate School should add the graduate faculty criteria for Creative Writing Faculty to its website. (4.8.2.2)

Suggestion 4: The Provost should identify the reasons for failure to hire first-choice candidates and for faculty resignations other than retirement. (4.8.2.3)

Suggestion 5: All academic deans should ensure that department chairs equitably assign and adequately account for academic advising in faculty workload assignments. (4.8.3)

Suggestion 6: The Chancellor should continue to advocate with the Office of the President and the State Legislature for the improvement of UNCW's benefits package. (4.8.5)

## 4.9 Consortial Relationships and Contractual Agreements

Suggestion 1: The Provost should clarify the respective roles of the deans and the Office of International Programs in the approval process for UNCW's summer study abroad programs. (4.9-01)

Suggestion 2: The Registrar should discontinue the practice of transcribing MAT 100. (4.9-01)

Suggestion 3: The Chancellor should request that necessary reporting by the Office of the President as to substantive changes in UNC consortial agreements be fulfilled, that the appropriate UNCW school be kept abreast of substantive change status and that appropriate documentation be provided to UNCW. (4.9-01)

Suggestion 4: The Provost should ensure that all courses that involve external placements for professional experience and partial supervision and evaluation of students by non-UNCW personnel are as closely controlled and evaluated as internships are. (4.9-03)

## **Section V: Educational Support Services**

### **5.1 Library and Other Learning Resources**

Suggestion 1: The Provost should ensure that Library collection funding levels remain adequate to meet the needs of the University's students and faculty for new and ongoing collection resources, and to accommodate the anticipated growth in student enrollments, faculty positions and program offerings, especially at the graduate level. (5.1.1 and 5.1.3)

Suggestion 2: The Chancellor should develop policies for the allocation of funds to support further digitizing of Library collections. Such policies should be conceived within the framework of campus-wide imaging needs. (5.1.1 and 5.1.3)

Suggestion 3: The Provost should increase library resources to meet the professional development needs of the Library faculty and staff. (5.1.6)

Suggestion 4: The Provost, in consultation with the Library Director and Library faculty, should review the career pathways for professional librarians and the question of tenure-track status. (5.1.6)

### **5.2 Instructional Support**

Suggestion 1: The Provost should develop and implement a policy that requires the deans to see that a faculty mentoring program is implemented in every academic department. (Introduction)

Suggestion 2: Information Technology Systems Division, the Center for Teaching Excellence, the UNCW copy Center and other units that provide the resources usually associated with a media center should establish a Web site directory that delineates the services they offer. Once these services have been identified, the Division of Academic Affairs should determine if additional services are required and whether the documented need for a media center has been satisfied. (Introduction)

Suggestion 3: The Division of Academic Affairs should develop and communicate to academic departments with specialized departmental laboratories a comprehensive plan to remedy deficiencies in equipment and space in those laboratories. (5.2-2)

Suggestion 4: After consulting with all academic departments to establish their current and projected need for space, the Division of Academic Affairs should develop and circulate a preliminary prioritized list of these needs and a tentative plan indicating how these needs will be addressed in future building plans. (5.2-2)

Suggestion 5: The Provost should develop and implement a plan for increased support of faculty involved with educational technology initiatives, and for the assessment of those initiatives. (5.2-2)

### **5.3 Information Technology Resources and Systems**

Suggestion: ITSD should seek direct input from faculty and staff as part of the planning process for allocation of information technology resources. (5.3-2)

### **5.4 Student Development Services**

Suggestion 1: The Vice Chancellor for Student Affairs should ensure the development of additional web-based information about student development services to which distance learning and extension students are entitled. (5.4.1-2)

Suggestion 2: The Director of Career Services should ensure that clearly specified policies regarding the use of career development services by students, alumni and employers are widely disseminated. (5.4.3.1-S3)

Suggestion 3: The Vice Chancellor for Student Affairs should ensure that the Student Media Board Charter is published in the *Code of Student Life* appendices. (5.4.3.2-4)

Suggestion 4: The Associate Provost for Enrollment Affairs should identify means to provide more proactive counseling to help students efficiently use their total financial resources. (5.4.3.5-S1, S2)

### **5.5 Intercollegiate Athletics**

None.

## **Section VI: Administrative Processes**

### **6.1 Organization and Administration**

None.

### **6.2 Institutional Advancement**

None.



### **6.3 Financial Resources**

Suggestion: The Faculty Senate should ensure that the Faculty Senate Budget Committee actively discharges its responsibility to assist in budget planning and to represent and inform faculty of University budget matters. (6.3.3-S1)

### **6.4 Physical Resources**

Suggestion 1: The Vice Chancellor for Business Affairs should investigate means of providing security and campus police authority at off-campus sites, including a possible cooperative agreement with New Hanover County or the City of Wilmington. (6.4.3)

Suggestion 2: The Provost and the Vice Chancellor for Business Affairs should consult with the Faculty Senate to ensure that the Buildings and Grounds Committee is involved in the earliest stages of the facilities planning process. (6.4.4)

Suggestion 3: The Vice Chancellor for Business Affairs should ensure that the Facilities Master Plan incorporates considerations of non-human biological health and diversity. (6.4.4)

### **6.5 Externally Funded Grants and Contracts**

None.

### **6.6 Related Corporate Entities**

Suggestion 1: The University should better publicize information regarding all related corporate entities, including their missions and the effectiveness of their fundraising and support programs. Descriptions should be published in the UNCW catalogues, UNCW Web pages, and other publications likely to be seen by the public at large. (6.6.1 and 6.6.2)

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